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ABSTRACT

This is the student edition of EA 007 343. It provides the student with a detailed record of his educational progress. (Author/IRT)

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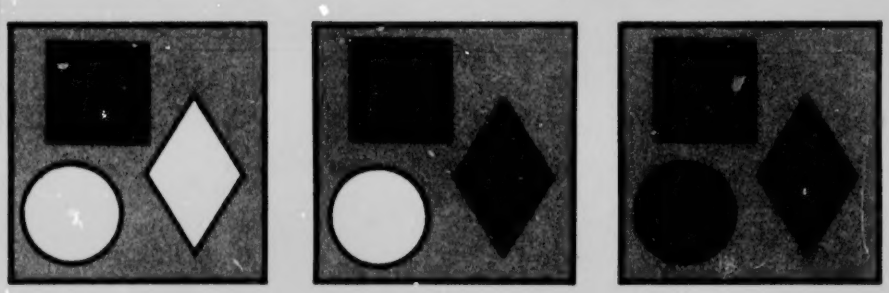

TOWARD COMPETENCY

A GUIDE FOR INDIVIDUALIZED INSTRUCTION / MARCH, 1974

STUDENT EDITION

EA 007 344

STUDENT DATA SHEET

NAME _____ BIRTHDATE _____ SOC. SEC. NUMBER _____

RY DATE _____ FROM GRADE _____

DATES	DISTRICT	TEACHER

Instructional Materials

DATES	PROGRAM	LEVEL

PROGRAMS

STUDENT EDITION
OF
T O W A R D C O M P E T E N C Y

A Guide for Individualized Instruction

March 1974

Special Education Section

State Department of Education

Based on the proceedings of the Special Study Institutes held during the summers of 1972 and 1973. Co-sponsored by the State Department of Education, Special Education Section and Portland State University, Special Education Department in cooperation with participating Oregon School Districts.

This publication was supported, in part, by Public Law 85-926, Amendment to Title VI, ESEA, Part D from DEH, Department of Health, Education, and Welfare, Washington, D. C. 20201.

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INTRODUCTION

Toward Competency, A Guide for Individualized Instruction is a publication developed by the Oregon State Department of Education, Special Education Section, in cooperation with Portland State University's Special Education Department, teachers and supervisors of special instructional facilities in Oregon, and organizations and agencies interested in the education of the special child.

*** *** *** *** ***

TOWARD COMPETENCY is published in two editions, the Teacher Edition and the Student Edition. Each student should have his own copy of the Student Edition which will serve as a record of his educational progress.

The philosophy expressed in the guide is that the teaching of special education students is most appropriately accomplished through a systematic approach to individualized instruction. Using this instructional approach: 1) the needs of the student are determined; 2) instructional goals are defined and behaviorally stated; 3) instruction is related to the student's attainment of these goals; 4) effectiveness of instruction is determined by measuring the student's behavior on specified competencies; and 5) a record is kept of student achievement.

The guide provides for preassessment of the student's abilities and needs. More than 1,100 behaviorally stated goals are listed, ranging from elementary through high school. From these goals, individualized programs can be developed. Model criterion measurement statements are included in the teacher's guide from which a teacher can develop her/his own criterion statements to measure a student's progress toward the behavioral objectives that have been set. A cumulative recording system is also included.

OVERVIEW

TOWARD COMPETENCY is concerned with six major curriculum areas: 1) Basic Skills, 2) Personal and Social Awareness, 3) Living in the Environment, 4) Career Education, 5) Human Ecology, and 6) Leisure Time Activities.

Within each of the six curriculum areas, the subject matter is organized into sections, and the goals and sub-goals are listed under them.

Example:	Area	1.0.0 Basic Skills
	Section	Gross Motor
	Goal	1.1.0 Performs Locomotor Skills
	Sub-goals	1.1.1 Walks forward
		1.1.2 Walks backward
		. etc.
		.
		.
	(Space for teacher to develop own sub-goals)	1.1.18 ( )
		1.1.19 ( )

Goals are defined as performance outcomes for the student to achieve during his formal special education. They are considered long-range guidelines. Sub-goals are also statements of performance outcomes but focus on the acquisition of intermediate skills--skills that prepare the student to attain the related goals. They can be considered short-range guidelines.

The following information is developed in the Teacher Edition but is not included in this Edition: 1) a resume of the guide's history; 2) an acknowledgement of those individuals and organizations who contributed to it; 3) an explanation of the guide's form and content; and 4) instructions on how to use the guide.

RECORDING STUDENT PROGRESS

The importance of recording student achievement cannot be overstressed. It is an account of what has been learned and indicates the student's strengths and weaknesses. The record goes with the student as he progresses from teacher to teacher and from school to school. It provides continuity for his program and should prevent unnecessary duplication of instruction.

RECORDING PROCEDURE

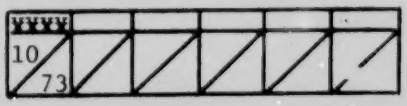
After evaluating the student's progress in relationship to a sub-goal, the recording grid to the right of the sub-goal in the student's guide should be marked.

Example A

If the student meets the criterion:

Step 1: Mark the month and year on the first unused section to show when the student was evaluated.

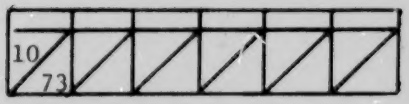
Step 2: Fill in the space above the date to indicate that the student could do what was required in the Criterion Measurement Statement.



Example B

If the student does not meet the criterion:

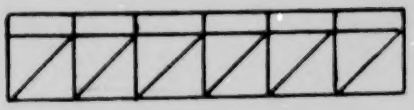
Step 1: Mark only the month and year in the first unused section to show that the student was evaluated. Do not mark above the date.



Step 2: A blank space above the date indicates that the student could not achieve the sub-goal on the date he was evaluated.

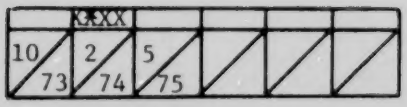
Example C

A blank grid indicates no attempt has been made to evaluate the student on the sub-goal.



Example D

This combines examples A, B, and C. On 10/73, the student could not meet the criteria measurements. The student met the criterion on 2/74. The student was re-evaluated and did not meet the criterion on 5/75. No measurement was attempted after 5/75.



RECORDING STUDENT DATA RELATED TO INSTRUCTION

Inside the front cover is a Student Data Sheet for recording general information about the student's educational program. The sheet provides space to record information about instructional materials and published programs used by the student at various developmental levels. It also provides a place to note names of the student's former teachers and schools attended.

RECORDING HIGH SCHOOL WORK EXPERIENCE PLACEMENTS

On the back cover of the guide is a Work Experience Placement Record. It contains space for recording information about the student's in-school and community work placements. High school teachers will maintain this record.

AREA 1.0.0

BASIC SKILLS

Definition

Area 1, Basic Skills, refers primarily to fundamental or essential skills and concepts identified under the curriculum headings of motor development, language, reading, and mathematics.

Rationale for Instruction

In order to meet society's demands for successful living, pupils of varying ability levels must learn to move, read, speak, listen, write, spell, and compute with reasonable skill and accuracy. A major focus and strength of the basic skill area is its concern with communication. The mastery of basic skills necessary to communicate ideas is important for individual growth and achievement. For the child with learning problems, the ability to communicate ideas enhances both his association with and acceptance by adults and peers. The basic skills presented in Area 1 are the tools which will be applied by students to achieve competencies in other curriculum areas. Consequently, the curriculum content presented in this area is viewed as necessary for solving many daily or persistent life problems which face each learner.

Measurement Model

The teacher's guide includes model criterion measurement statements (CMS). They have been written to clarify the intent of sub-goals and to assist teachers in developing specific criteria for evaluating individual student performance. Teachers are expected to adapt the model CMS and extend it to more specific teaching situations. To illustrate, one sub-goal and CMS have been selected from Area 1 and are presented below. Also presented are two examples extending the model CMS, written by teachers for a specific student or class. The extended examples have been written to reflect different curriculum levels.

1.0.0 BASIC SKILLS

Fine Motor

1.5.0 Develops visual perceptual skills.

1.5.2 Locates specific objects from a group of mixed objects.

CMS: Given ten or more objects with like and unlike properties and a sample object, the student takes objects similar to the sample from the group.

Extended measurement statements:

Elementary Level	Given a mixture of 10 paper cut-outs, some with corners and some without, the student sorts them into the correct grouping four out of five times.
Secondary Level	Given 30 lock washers varying in size (1/4", 3/8", 5/8"), the student will sort them into these size groupings with 90 percent accuracy within 60 seconds.

AREA 1.0.0

BASIC SKILLS

Gross Motor

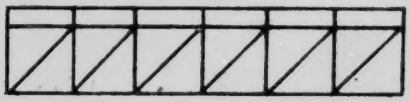
1.1.0 Performs locomotor skills.

1.1.1 Walks forward.

1.1.2 Walks backward.

1.1.3 Walks sideways.

1.1.4 Walks in a circle.



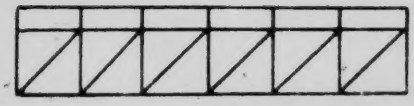
1.1.5 Walks on toes.

1.1.6 Runs forward.

1.1.7 Hops on each foot.

1.1.8 Pivots on each foot.

1.1.9 Jumps continuously using both feet.

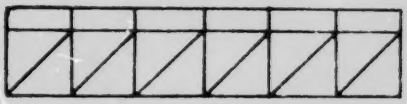


1.1.10 Jumps forward and backward with feet together.

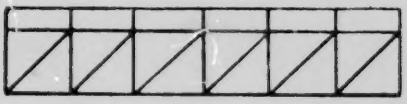
1.1.11 Jumps forward and backward over an object.

1.1.12 Climbs and descends stairs alternating feet.

1.1.13 Climbs ladder alternating hands.



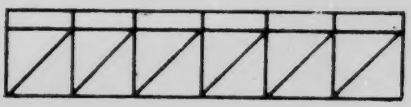
1.1.14 Slides on feet to left and right.



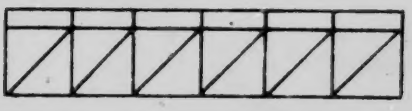
1.1.15 Skips.

1.1.16 Gallops.

1.1.17 Marches to a beat.



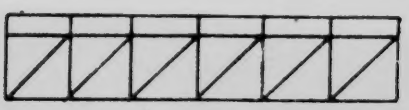
1.1.18



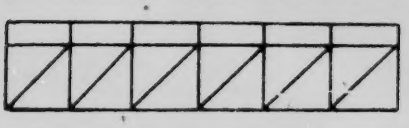
1.1.19

1.2.0 Demonstrates ball control skills.

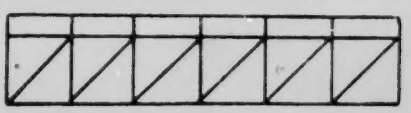
1.2.1 Rolls large ball.



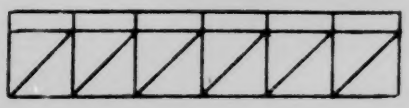
1.2.2 Rolls small ball.



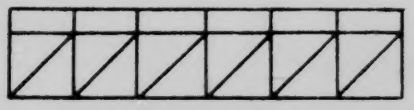
1.2.3 Bounces large ball.



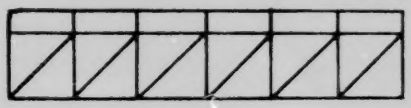
1.2.4 Bounces small ball.



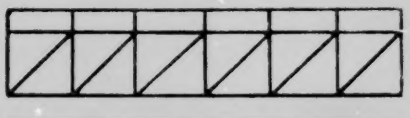
1.2.5 Throws large ball.



1.2.6 Throws small ball.

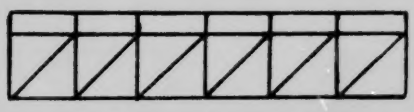


1.2.7 Catches large ball.

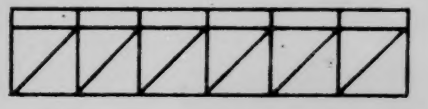


1.2.8 Catches small ball.

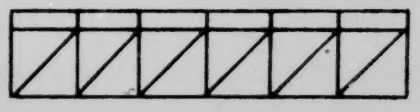
1.2.9 Bats softball.



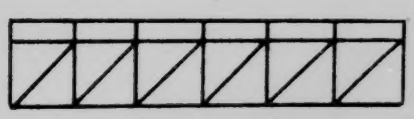
1.2.10 Kicks kickball.



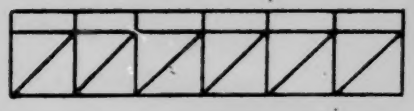
1.2.11 Foot-dribbles soccer ball.



1.2.12



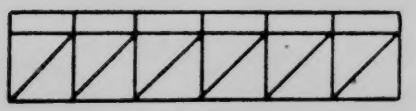
1.2.13



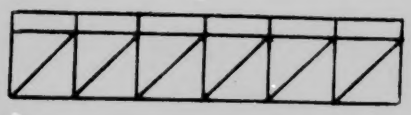
Fine Motor

1.3.0 Cuts with scissors.

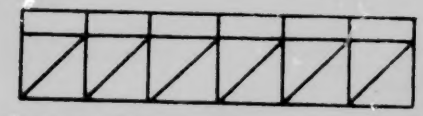
1.3.1 Holds scissors correctly.



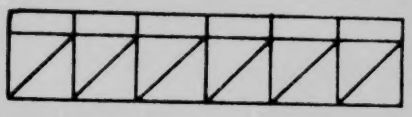
1.3.2 Opens and closes scissors.



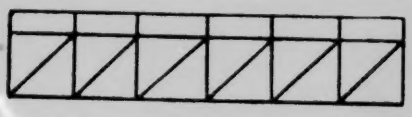
1.3.3 Holds material while cutting.



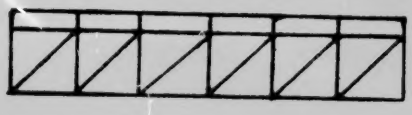
1.3.4 Cuts on straight lines.



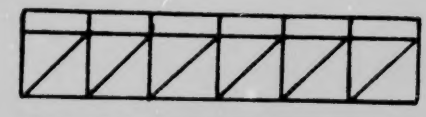
1.3.5 Cuts on angled lines.



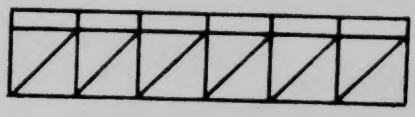
1.3.6 Cuts on curved lines.



1.3.7

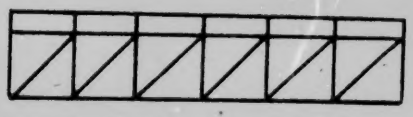


1.3.8

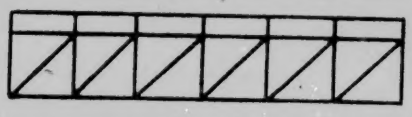


1.4.0 Manipulates small objects.

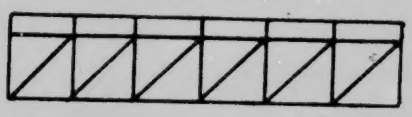
1.4.1 Builds with blocks.



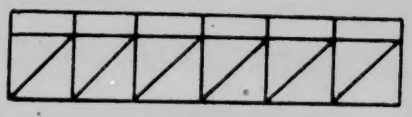
1.4.2 Hammers nails/tacks.



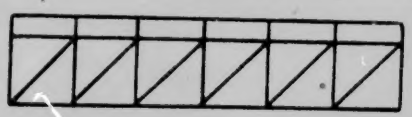
1.4.3 Screws/unscrews objects.



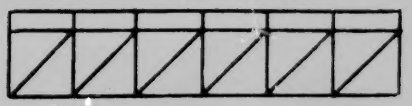
1.4.4 Puts pegs in pegboard.



1.4.5 Strings beads.

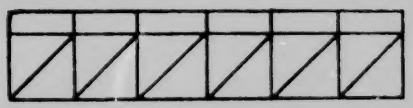


1.4.6 Winds lacing/string.

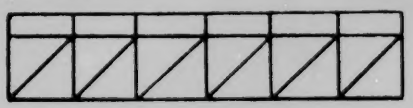


1.4.7 Folds paper in half.

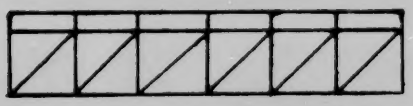
1.4.8 Folds paper in fourths.



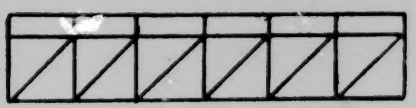
1.4.9 Folds for a business-size (#10) envelope.



1.4.10 Folds for a small envelope.



1.4.11



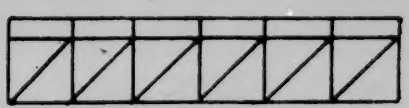
1.4.12

Visual Perception

1.5.0 Develops visual perceptual skills.

1.5.1 Develops lateral eye movement without moving head.

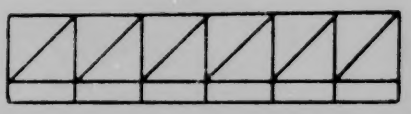
1.5.2 Locates specific objects from a group of mixed objects.



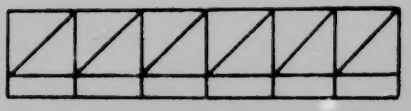
1.5.3 Sorts and classifies objects.

1.5.4 Locates specific objects which differ slightly from other objects.

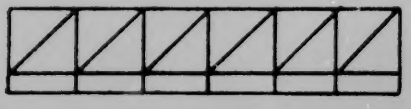
1.5.5 Identifies shapes regardless of size, color, or texture.



1.5.6 Recognizes relative size regardless of distance.

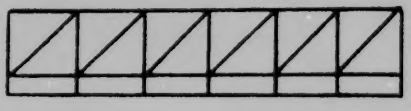


1.5.7 Locates body parts.

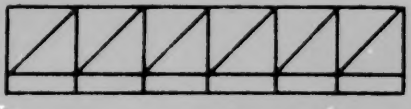


1.5.8 Demonstrates figure completion.

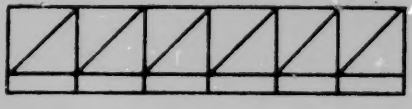
1.5.9 Demonstrates knowledge of directional movement: up, down, in, out, ...



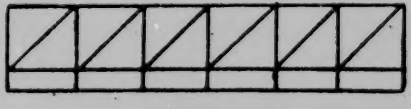
1.5.10 Demonstrates knowledge of relationship of body to other objects.



1.5.11 Assembles body parts.



1.5.12



1.5.13

Auditory Discrimination

1.6.0 Distinguishes common sounds.

1.6.1 Identifies common animal sounds.

1.6.2 Identifies common musical sounds.

1.6.3 Identifies common outdoor sounds.

1.6.4 Identifies common household sounds.

1.6.5 Identifies loud/soft sounds.

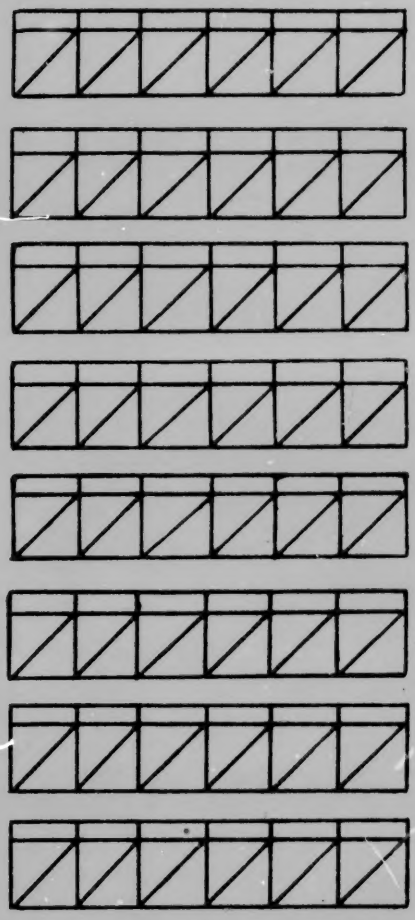
1.6.6 Identifies high/low sounds.

1.6.7 Identifies far/near sounds.

1.6.8 Identifies emergency sounds.

1.6.9

1.6.10



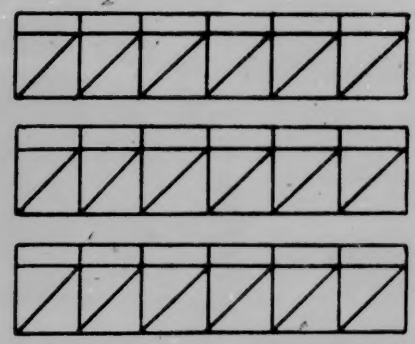
Receptive Language

1.7.0 Responds to simple verbal commands.

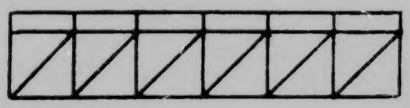
1.7.1 Follows simple directions.

1.7.2 Provides personal information.

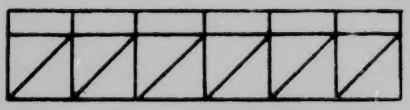
1.7.3 Identifies direction.



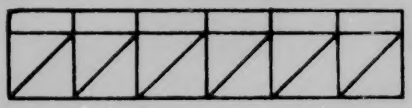
1.7.4 Identifies objects as directed.



1.7.5

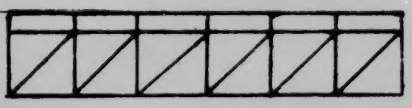


1.7.6

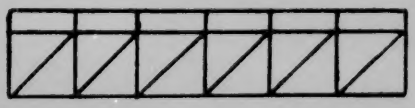


1.8.0 Responds to more complex verbal commands.

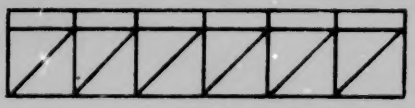
1.8.1 Performs two related tasks.



1.8.2 Performs two or more related tasks.



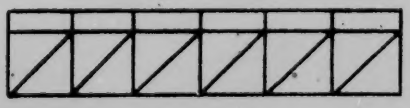
1.8.3 Performs two unrelated tasks.



1.8.4 Performs two or more unrelated tasks.

1.8.5

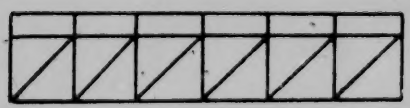
1.8.6



Expressive Language

1.9.0 Articulation

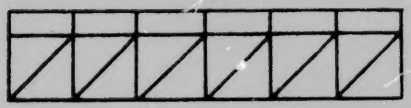
1.9.1 Imitates sounds of vowels.



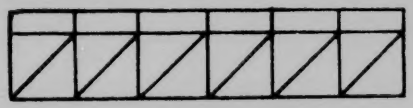
1.9.2 Imitates sounds of consonants.

1.9.3 Volunteers sounds of vowels.

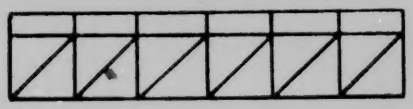
1.9.4 Volunteers sounds of consonants.



1.9.5 Blends sounds.



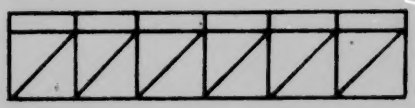
1.9.6



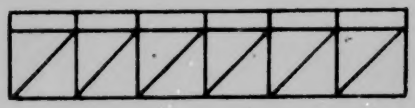
1.9.7

1.10.0 Demonstrates word pronunciation.

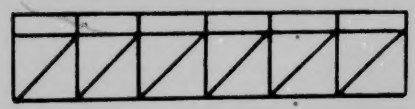
1.10.1 Imitates single words.



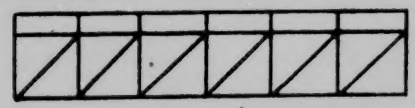
1.10.2 Volunteers single words.



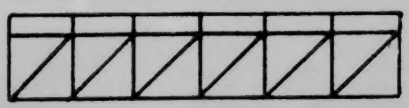
1.10.3 Imitates word chains.



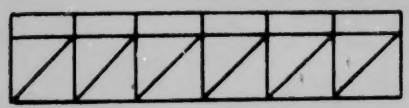
1.10.4 Volunteers word chains.



1.10.5

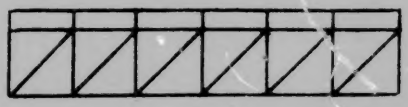


1.10.6

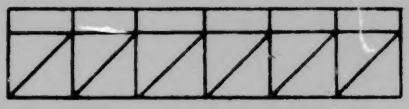


1.11.0 Expresses self in understandable speech.

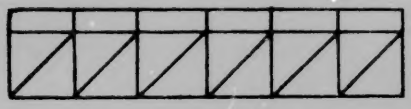
1.11.1 Verbalizes simple sentences.



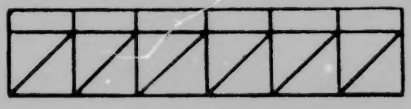
1.11.2 Provides single word or two-word answers to questions.



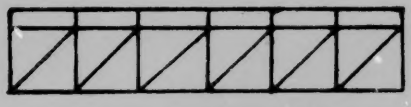
1.11.3 Provides multiple word answers to questions.



1.11.4 Verbalizes more complex sentences



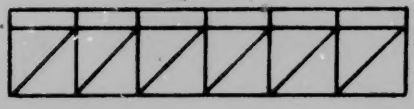
1.11.5 Chains sentences.



1.11.6 Relays information.

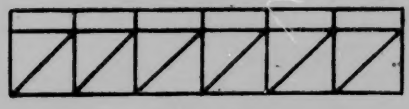
1.11.7 Asks questions:

1.11.8 Talks about own experiences.

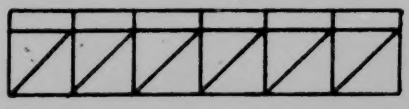


1.11.9 Sequences thoughts into logical sentence patterns.

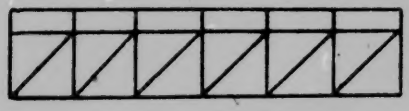
1.11.10 Uses correct grammar.



1.11.11

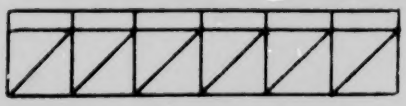


1.11.12



1.12.0 Controls volume of voice.

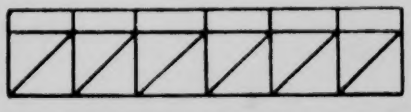
1.12.1 Discriminates between loud/soft oral sounds.



1.12.2 Modulates voice according to room size.

1.12.3 Modulates voice according to number of listeners.

1.12.4

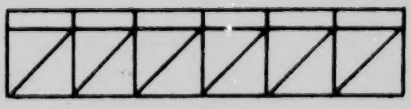


1.12.5

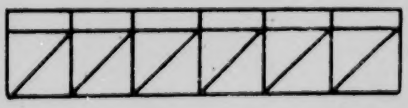
Reading

1.13.0 Demonstrates reading readiness.

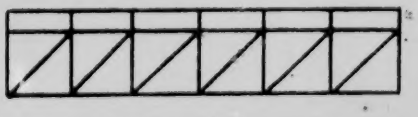
1.13.1 Names colors.



1.13.2 Matches shapes.

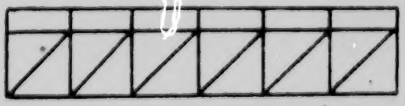


1.13.3 Distinguishes like and unlike objects.

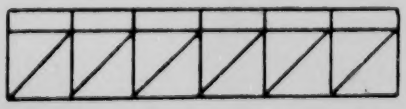


1.13.4 Matches numerals.

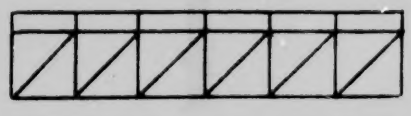
1.13.5 Matches letters.



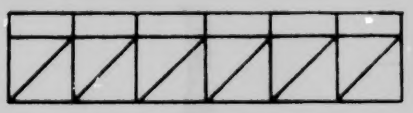
1.13.6 Distinguishes like and unlike numerals.



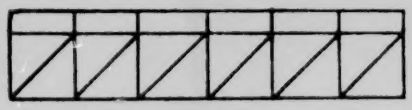
1.13.7 Distinguishes like and unlike letters.



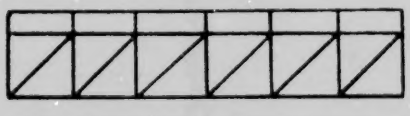
1.13.8 Marks named picture(s) within a group of pictures.



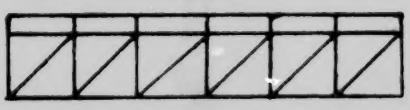
1.13.9 Marks items requested in a sentence.



1.13.10 Demonstrates left-to-right reading movement.



1.13.11

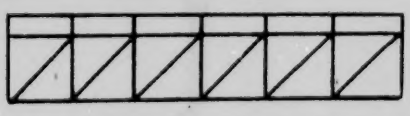


1.13.12

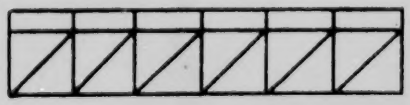
1.14.0 <u>Demonstrates knowledge of the alphabet</u>.

1.14.1 Recites alphabet by rote in proper sequence.

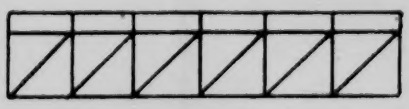
1.14.2 Matches letters of the alphabet.



1.14.3 Finds letters of the alphabet.

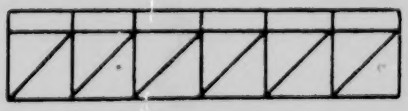


1.14.4 Reads letters of the alphabet.

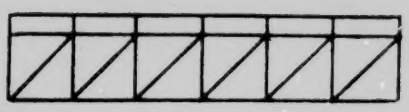


1.14.5 Identifies upper case letters in random order.

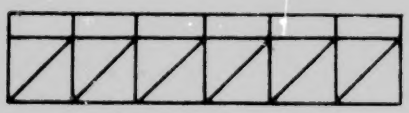
1.14.6 Identifies lower case letters in random order.



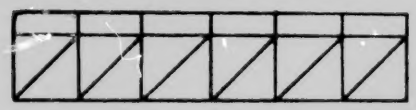
1.14.7 Pairs upper and lower case letters.



1.14.8



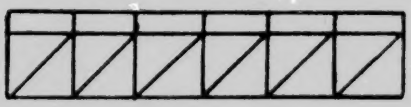
1.14.9



1.50.0 Develops a sight vocabulary.

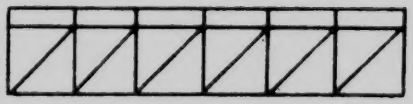
1.15.1 Matches single words.

1.15.2 Finds single words.

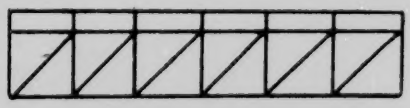


1.15.3 Reads single words.

1.15.4 Matches two or more word phrases.

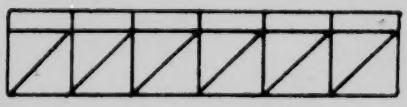


1.15.5 Finds two or more word phrases.



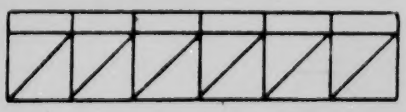
1.15.6 Reads two or more word phrases.

1.15.7 Matches words with pictures/ objects.



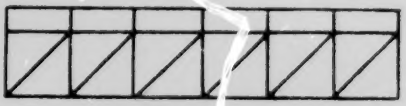
1.15.8 Finds words with pictures/ objects.

1.15.9 Reads words related to pictures/ objects.



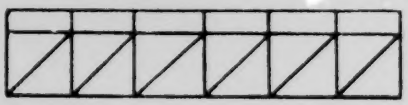
1.15.10 Matches words related to numbers.

1.15.11 Finds words related to numbers.



1.15.12 Reads words related to numbers.

1.15.13 Reads selection(s) of essential vocabulary words.



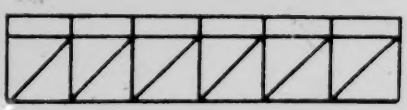
1.15.14 Reads selection(s) of functional words.

1.15.15

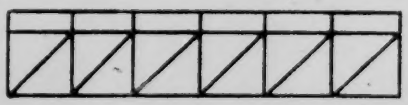
1.15.16

1.16.0 Utilizes a particular reading program.

1.16.1 Reads language-experience stories.

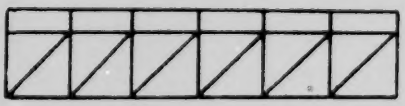


1.16.2 Reads words in stories.



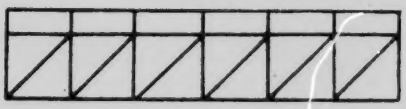
1.16.3

1.16.4



1.17.0 Demonstrates skills of phonetic analysis.

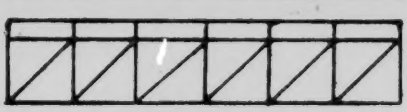
1.17.1 Reads aloud sounds of consonants.



1.17.2 Reads aloud sounds of vowels.

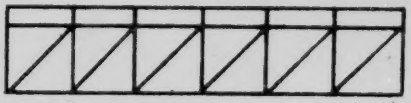
1.17.3 Reads aloud sounds of blends.

1.17.4 Reads aloud sounds of digraphs.



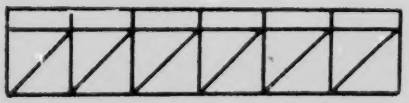
1.17.5 Reads aloud to blend consonants and vowels.

1.17.6 Reads aloud to decode words.



1.17.7

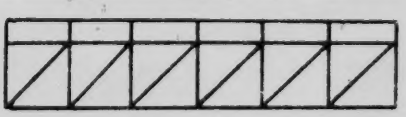
1.17.8



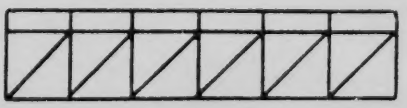
1.18.0 Demonstrates structural analysis skills.

1.18.1 Separates compound words into root words.

1.18.2 Separates prefixes from root words.



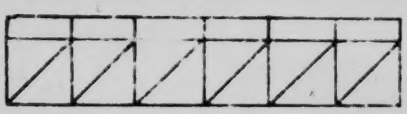
1.18.3 Separates suffixes from root words.



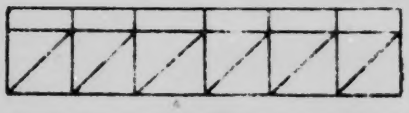
1.18.4 Gives plural forms.

1.18.5 Adds correct endings to words, doubling last consonant to make the past tense.

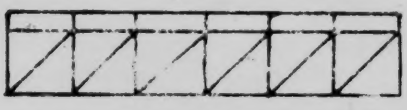
1.18.6 Adds correct endings to words by changing y to i.



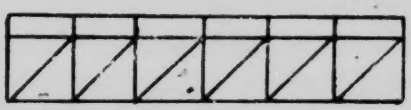
1.18.7 Adds correct endings to words dropping final e.



1.18.8 Adds correct endings to words ending in f and fe.

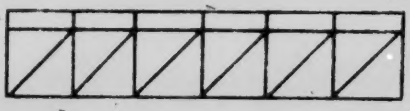


1.18.9 Divides words into syllables.



1.18.10

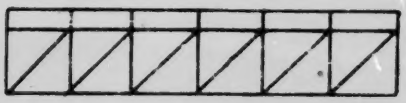
1.19.11



1.19.0 Uses clues in reading.

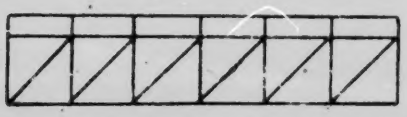
1.19.1 Uses picture clues for unknown words.

1.19.2 Uses configuration clues for remembering new words.

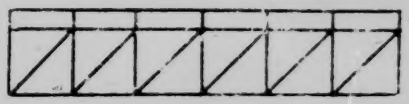


1.19.3 Sounds out unknown words.

1.19.4



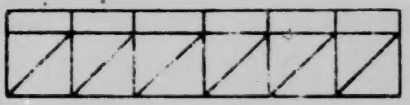
1.19.5



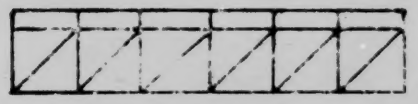
1.20.0 Uses comprehension skills.

1.20.1 Relates events of stories.

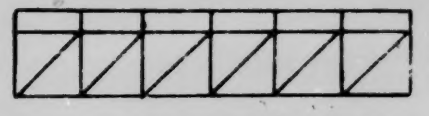
1.20.2 Relates steps in a process.



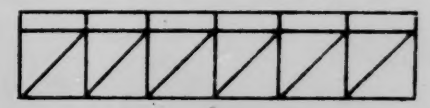
1.20.3 Identifies sequence of ideas or events.



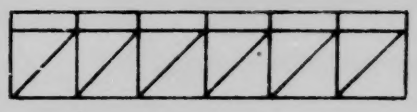
1.20.4 Relates cause and effect relationships.



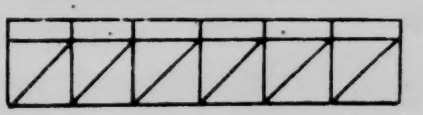
1.20.5 Distinguishes between statements of reality and unreality.



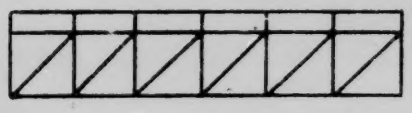
1.20.6 Relates anticipated outcomes.



1.20.7 Relates reactions and motives of story characters.

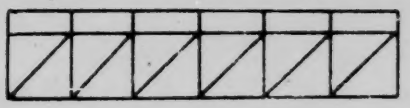


1.20.8 Draws inferences from reading material.



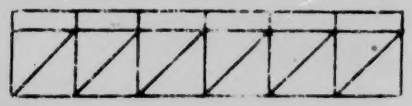
1.20.9 Draws conclusions from reading materials.

1.20.10 States main idea of selection.



1.20.11 Summarizes.

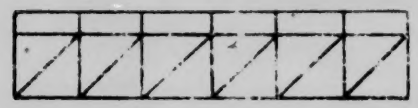
1.20.12



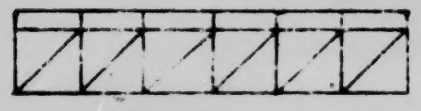
1.20.13

1.21.0 Reads silently.

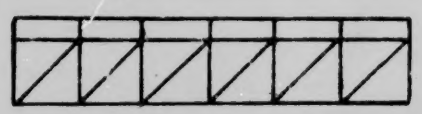
1.21.1 Reads without lip movement.



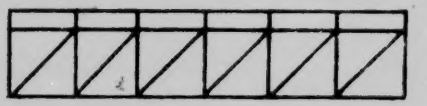
1.21.2 Adjusts reading rate to type of reading material.



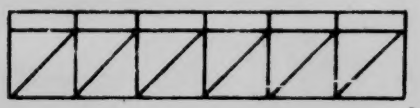
1.21.3 Adjusts reading rate to level of difficulty.



1.21.4 Adjusts reading rate to his purpose for reading.



1.21.5



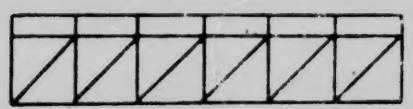
1.21.6

Study Skills

1.22.0 Demonstrates dictionary skills.

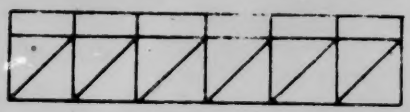
1.22.1 Alphabetizes by first letter.

1.22.2 Alphabetizes words.



1.22.3 Locates words in dictionary.

1.22.4 Pronounces words according to diacritical markings.



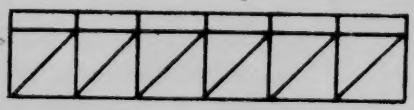
1.22.5 Locates homonyms.

1.22.6 Locates synonyms.

1.22.7 Locates antonyms.

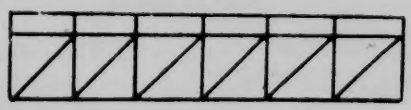
1.22.8

1.22.9

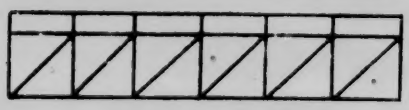


1.23.0 Uses study skills.

1.23.1 Uses table of contents.

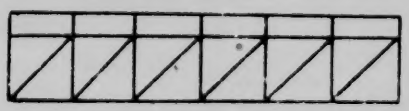


1.23.2 Employs index to locate information.



1.23.3 Uses encyclopedias/atlases/ supplementary texts.

1.23.4 Locates headings and sub-headings of topics.



1.23.5 Uses reference materials.

1.23.6 Uses resource people.

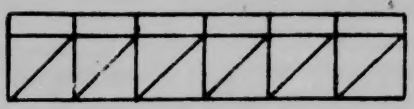
1.23.7

1.23.8

Writing.

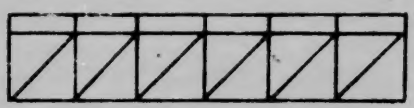
1.24.0 Demonstrates readiness for writing.

1.24.1 Holds writing instruments correctly.

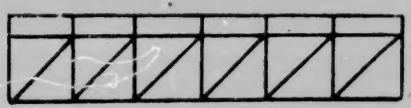


1.24.2 Performs pre-writing exercises.

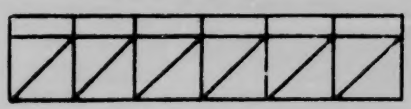
1.24.3 Traces around objects.



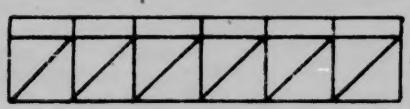
1.24.4 Traces over dotted lines.



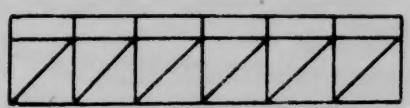
1.24.5 Copies straight lines.



1.24.6 Copies curved lines.



1.24.7

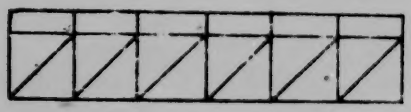


1.24.8

1.25.0 Demonstrates manuscript writing.

1.25.1 Copies letters and numbers independently.

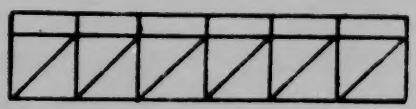
1.25.2 Uses correct spacing between letters/ words.



1.25.3 Writes numerals/letters without visual model.

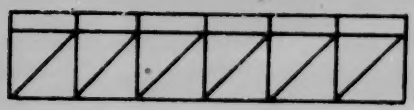
1.25.4

1.25.5

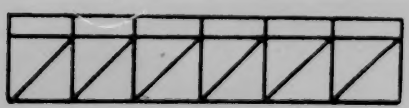


1.26.0 Demonstrates cursive writing.

1.26.1 Forms cursive letters correctly.



1.26.2 Converts letters correctly.



1.26.3 Writes name.

1.26.4 Writes words from verbal cue.

1.26.5

1.26.6

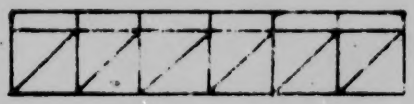
Basic Mathematics

1.27.0 Demonstrates math readiness.

1.27.1 Matches geometric shapes.

1.27.2 Finds geometric shapes.

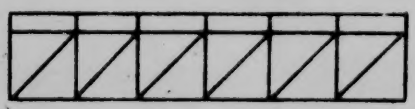
1.27.3 Names geometric shapes.



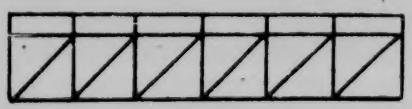
1.27.4 Matches like numbers.

1.27.5 Matches equivalent sets.

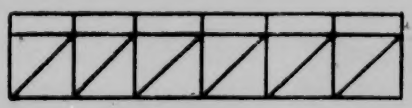
1.27.6 Finds equivalent sets.



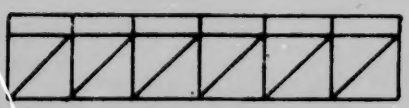
1.27.7 Identifies unequal sets.



1.27.8

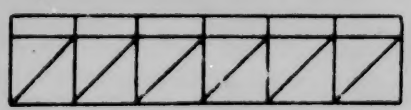


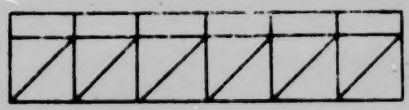
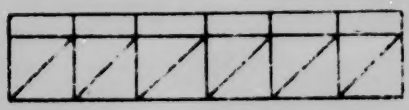
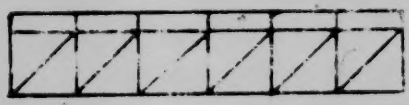
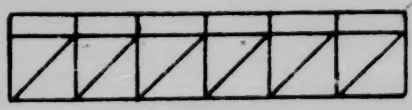
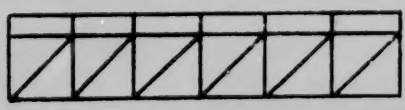
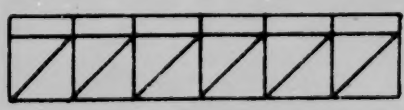
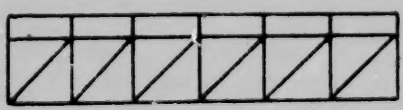
1.27.9



1.28.0 Counts by rote orally.

1.28.1 Counts by rote from 1 to 10.



1.28.2	Counts by rote from 1 to 20.	
1.28.3	Counts by rote from 1 to 50.	
1.28.4	Counts by rote from 1 to 100.	
1.28.5	Counts by tens to 100 by rote.	
1.28.6	Counts by fives to 100 by rote.	
1.28.7	Counts by twos to 100 by rote.	
1.28.8	Counts by twenty-fives to 100 by rote.	
1.28.9	Counts by fifties to 100 by rote.	
1.28.10	Counts to and from a number.	
1.28.11	Counts forward.	
1.28.12	Counts backwards.	
1.28.13		
1.28.14		

1.29.0 Counts given objects.

1.29.1 Counts to 10.

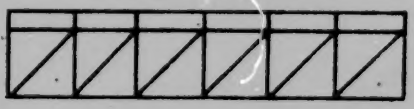
1.29.2 Counts from 10 to 20.

1.29.3 Counts from 20 to 50.

1.29.4 Counts from 50 to 100.

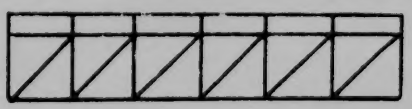
1.29.5 Counts by fives to 100.

1.29.6 Counts by tens to 100.



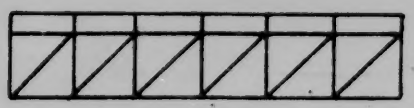
1.29.7

1.29.8

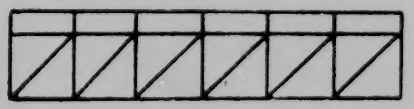


1.30.0 Recognizes numerals..

1.30.1 States names of numerals 1 to 10.

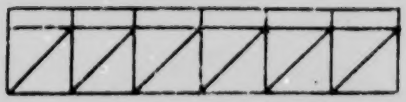


1.30.2 States names of numerals 10 to 20.



1.30.3 States names of numerals 20 to 50.

1.30.4 States names of numerals 50 to 100.

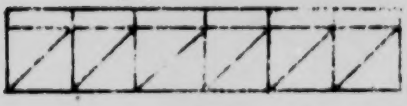


1.30.5

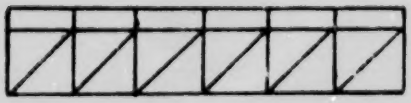
1.30.6

1.31.0 Sequences numerals.

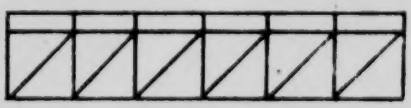
1.31.1 Groups numbers in proper sequence, 1 - 10.



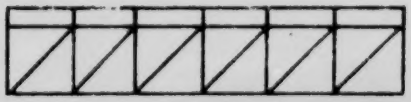
1.31.2 Groups numbers in proper sequence, 1 - 20.



1.31.3



1.31.4



1.32.0 Writes numerals in sequence.

1.32.1 Writes numerals 1 to 10.

1.32.2 Writes numerals 10 to 20.

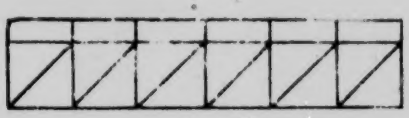
1.32.3 Writes numerals by tens to 100.

1.32.4

1.32.5

1.33.0 Recognizes math symbols.

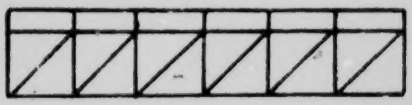
1.33.1 Explains + .



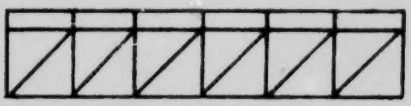
1.33.2 Explains - .

1.33.3 Explains = .

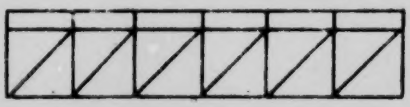
1.33.4 Explains X .



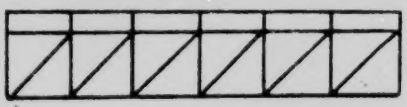
1.33.5 Explains ÷ .



1.33.6

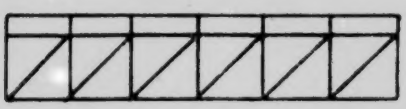


1.33.7



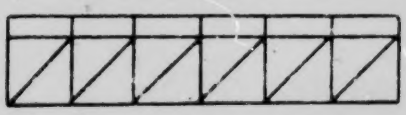
1.34.0 Recognizes math words.

1.34.1 Explains add.



1.34.2 Explains subtract.

1.34.3 Explains equal.

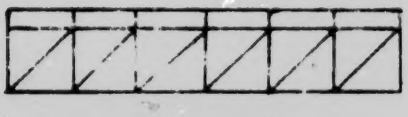


1.34.4 Explains multiply.

1.34.5 Explains divide.

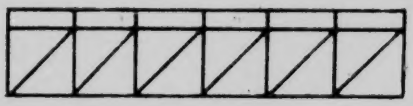
1.34.6

1.34.7

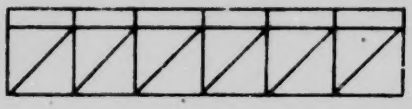


1.35.0 Solves addition problems.

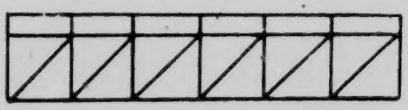
1.35.1 Writes total after counting objects.



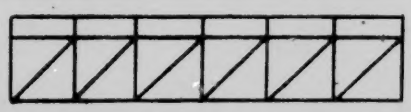
1.35.2 Adds to a number (1 to 10) and finds the sum.



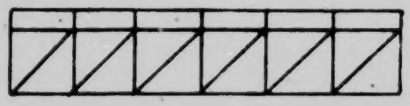
1.35.3 Adds 2-digit numbers without carrying.



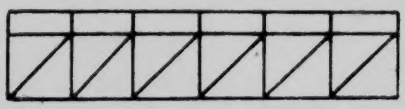
1.35.4 Adds two or more place numbers with carrying.



1.35.5 Adds three or more columns and finds the sum.



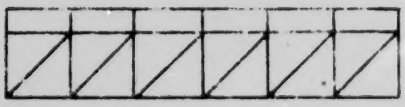
1.35.6



1.35.7

1.36.0 Solves subtraction problems.

1.36.1 Subtracts 1 from (1 to 10) and finds answer.

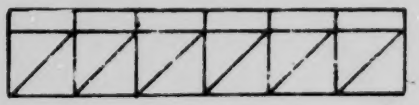


1.36.2 Subtracts two-digit numbers without borrowing.

1.36.3 Subtracts two or more place numbers with borrowing.

1.36.4

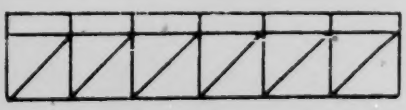
1.36.5



1.37.0 Solves multiplication problems.

1.37.1 Multiplies by twos.

1.37.2 Multiplies by threes.

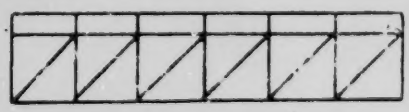


1.37.3 Multiplies by fours.

1.37.4 Multiplies by fives.

1.37.5 Multiplies by sixes.

1.37.6 Multiplies by sevens.

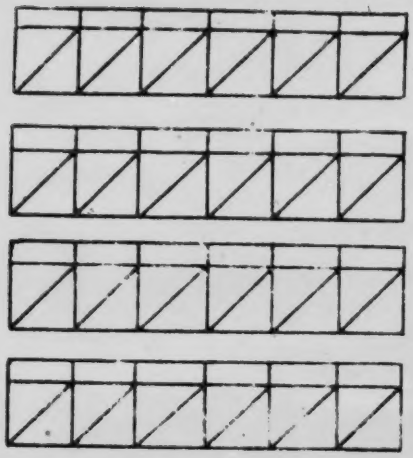


1.37.7 Multiplies by eights.

1.37.8 Multiplies by nines.

1.37.9

1.37.10



1.38.0 Solves division problems.

1.38.1 Divides by twos.

1.38.2 Divides by threes.

1.38.3 Divides by fours.

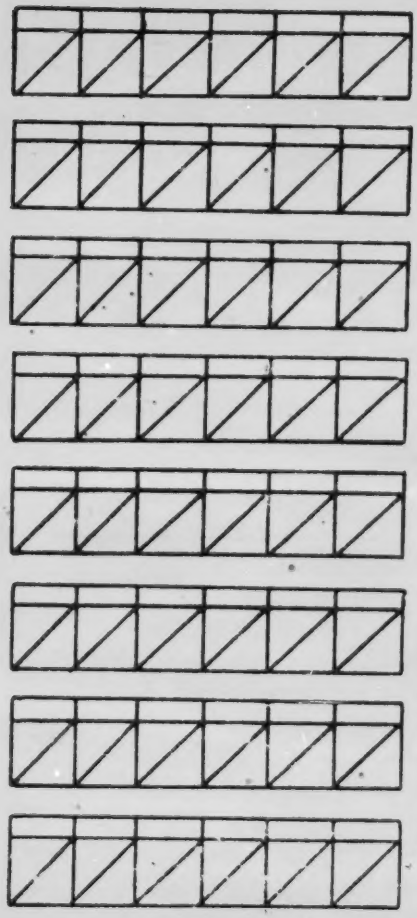
1.38.4 Divides by fives.

1.38.5 Divides by sixes.

1.38.6 Divides by sevens.

1.38.7 Divides by eights.

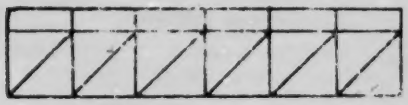
1.38.8 Divides by nines.



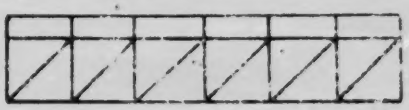
1.38.9 Divides by tens.

1.38.10 Divides by a one-place number without remainders (i.e., 3/27).

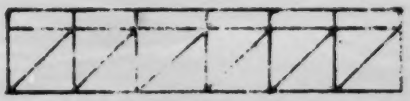
1.38.11 Divides by a one-place number with remainders (i.e., 3/28).



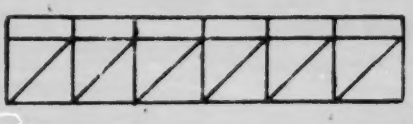
1.38.12 Divides by two or more place numbers without remainders (i.e., 10/20).



1.38.13 Divides by two or more place numbers with remainders (i.e., 10/21).



1.38.14



1.38.15

Fractions

1.39.0 Identifies fractional parts.

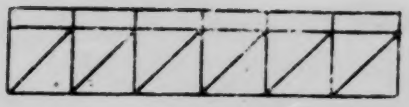
1.39.1 Divides a whole into fractional parts.

1.39.2 Interprets the functions of a numerator.

1.39.3 Interprets functions of a denominator.

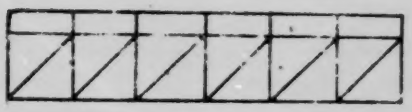
1.39.4

1.39.5



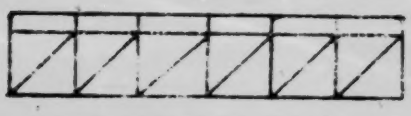
1.40.0 Adds fractions.

1.40.1 Adds like fractions.

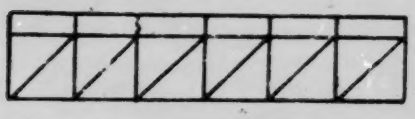


1.40.2 Adds unlike fractions.

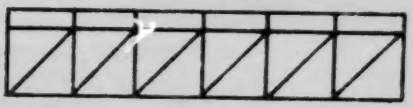
1.40.3 Adds mixed numbers.



1.40.4



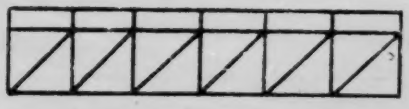
1.40.5



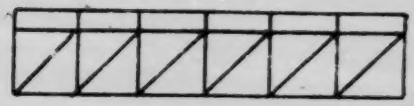
1.41.0 Subtracts fractions.

1.41.1 Subtracts like fractions.

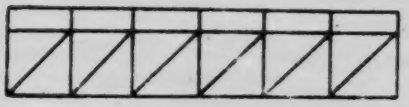
1.41.2 Subtracts unlike fractions.



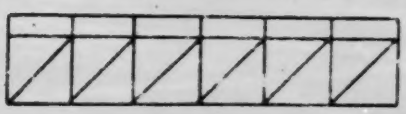
1.41.3 Subtracts mixed numbers.



1.41.4

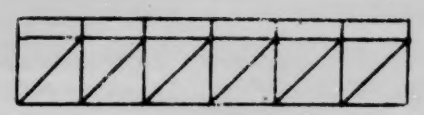


1.41.5



1.42.0 Multiplies fractions.

1.42.1 Multiplies like fractions.



1.42.2 Multiplies unlike fractions.

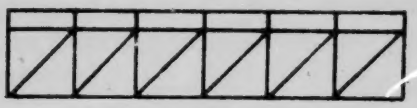
1.42.3 Multiplies mixed numbers.

1.42.4

1.42.5

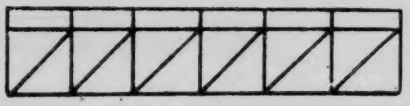
1.43.0 Divides fractions.

1.43.1 Divides like fractions.



1.43.2 Divides unlike fractions.

1.43.3 Divides mixed numbers.



1.43.4

1.43.5

1.44.0 Converts fractions.

1.44.1 Reduces fractions to lowest terms.

1.44.2 Changes whole numbers to fractions.

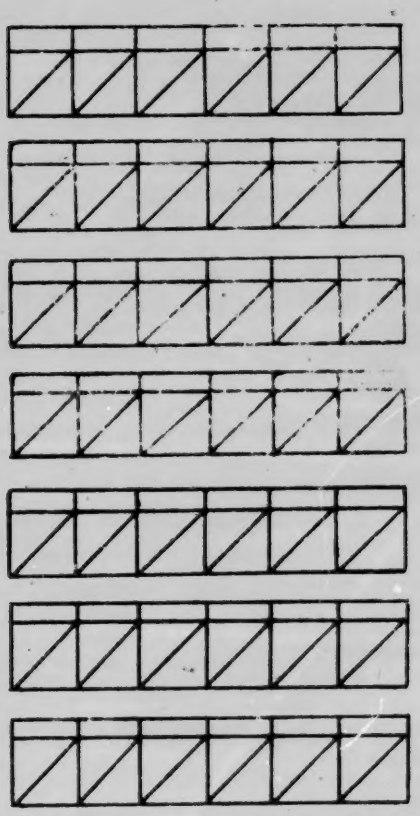
1.44.3 Changes improper fractions to whole numbers.

1.44.4 Changes mixed numbers to improper fractions.

1.44.5 Changes improper fractions to mixed numbers.

1.44.6

1.44.7



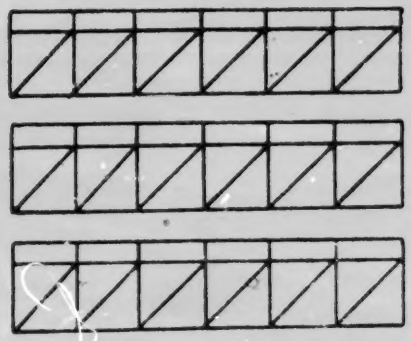
Decimals

1.45.0 Solves decimal problems.

1.45.1 Recognizes decimals as part of a whole number.

1.45.2 Adds decimals.

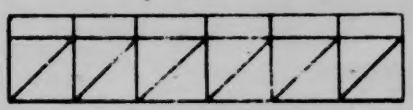
1.45.3 Subtracts decimals.



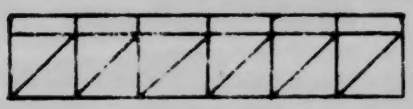
1.45.4 Multiplies a whole number by a decimal.

1.45.5 Multiplies a decimal by a decimal.

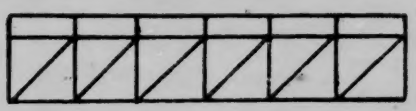
1.45.6 Divides a decimal by a whole number.



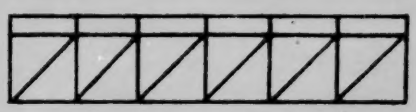
1.45.7 Divides a whole number by a decimal.



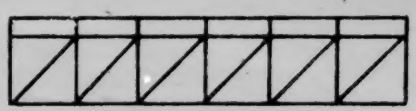
1.45.8 Divides a decimal by a decimal.



1.45.9



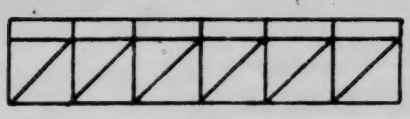
1.45.10



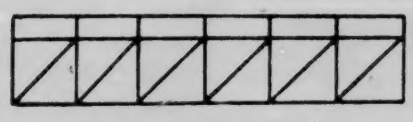
Time

1.46.0 Tells time.

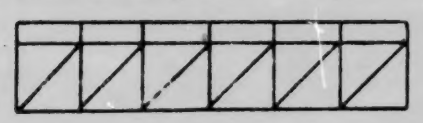
1.46.1 Tells time to the hour.



1.46.2 Tells time to the half hour.



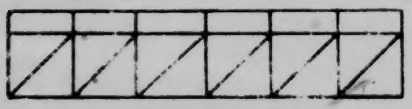
1.46.3 Tells time to the quarter hour.



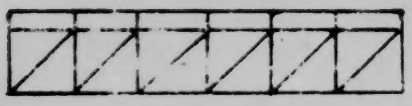
1.46.4 Tells time by five minutes.

1.46.5 Tells time to the minute.

1.46.6 Can add time.



1.46.7



1.46.8

1.47.0 Writes time.

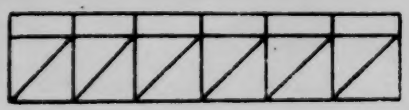
1.47.1 Writes time to the hour.

1.47.2 Writes time to the half hour.

1.47.3 Writes time to the quarter hour.

1.47.4 Writes time to the minute.

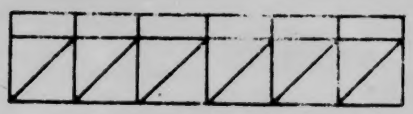
1.47.5



1.47.6

1.48.0 Interprets terms involving time.

1.48.1 Explains a.m., p.m.

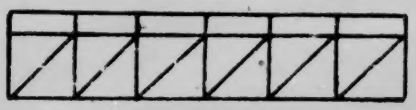


1.48.2 Explains yesterday, today, tomorrow.

1.48.3 Explains common time expressions.

1.48.4

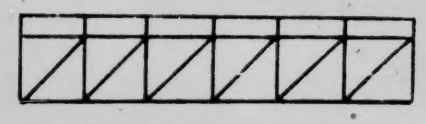
1.48.5



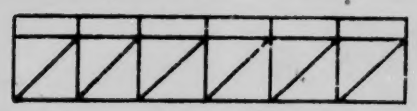
1.49.0 Memorizes order of calendar.

1.49.1 Names days of week in sequence.

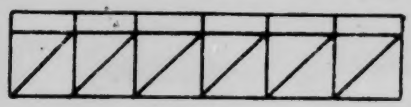
1.49.2 Names months of year in sequence.



1.49.3 Tells number of days in week.

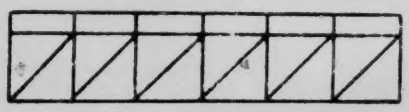


1.49.4 Tells number of days in month.

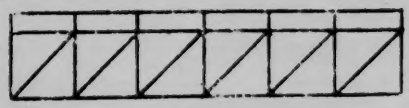


1.49.5 Tells number of weeks in month.

1.49.6 Tells number of months in year.



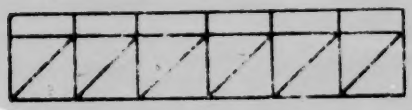
1.49.7



1.49.8

1.50.0 Reads calendar terms.

1.50.1 Reads days of week.

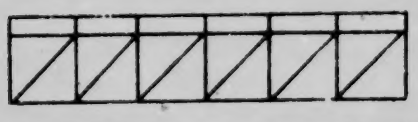


1.50.2 Reads months of year.

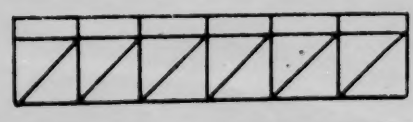
1.50.3 Reads number of school days in a particular week.

1.50.4 Reads number of days in a particular month.

1.50.5 Reads number of weeks in a particular month.



1.50.6 Reads calendar to solve a problem.



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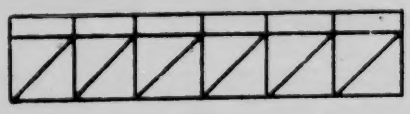


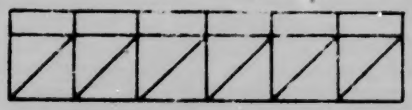
1.50.8

1.51.0 Writes calendar terms.

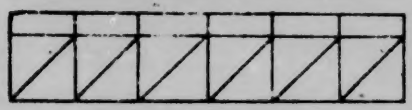
1.51.1 Writes days of week in sequence.

1.51.2 Writes months of year in sequence.

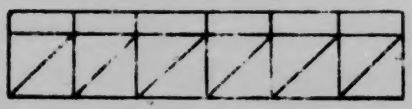
1.51.3 Writes number of school days in a particular week.



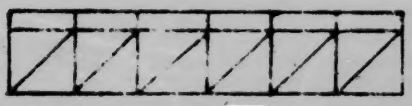
1.51.4 Writes number of days in a particular month.



1.51.5 Writes number of weeks in a particular month.

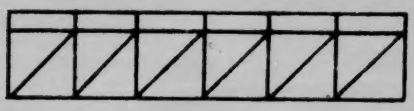


1.51.6 Writes complete date.

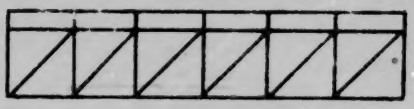


1.51.7 Writes word abbreviations for days.

1.51.8 Writes abbreviations for months.



1.51.9 Writes abbreviation for complete date.



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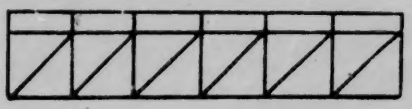
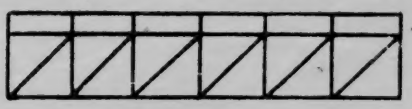


1.51.11

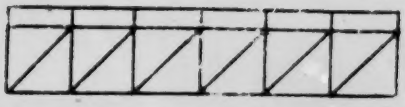


Measurements

1.52.0 Identifies measurement terms.

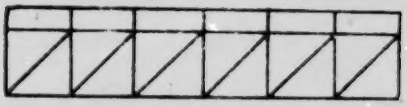
1.52.1 Locates 1 inch, 1/2 inch, 1/4 inch, and 1/8 inch on ruler.

1.52.2 Locates ½ inch, 1 foot, 1 yard on yardstick.



1.52.3 Identifies various measuring spoons.

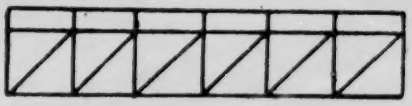
1.52.4 Identifies various measuring cups.



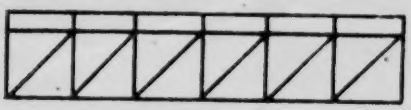
1.52.5 Identifies various-sized containers.

1.52.6 Weighs pounds and ounces on a weight scale.

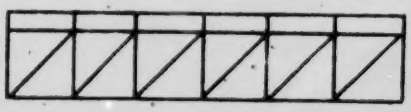
1.52.7 Identifies temperature on a themometer.



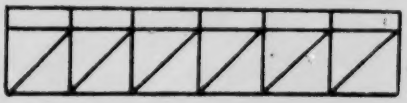
1.52.8 Uses measuring tools.



1.52.9

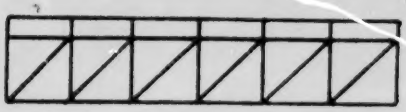


1.52.10

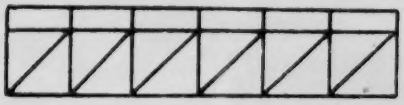


1.53.0 Equates different measurements.

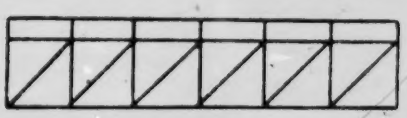
1.53.1 Equates 12 inches to 1 foot.



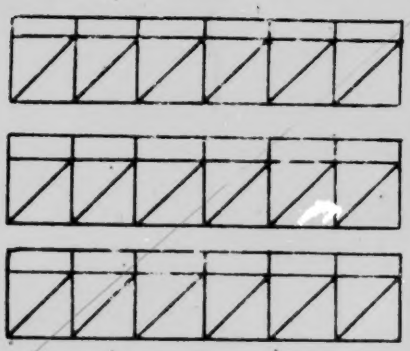
1.53.2 Equates 2 pints to a quart.



1.53.3 Equates 16 ounces to 1 pound.



1.53.4 Equates 12 objects to 1 dozen.



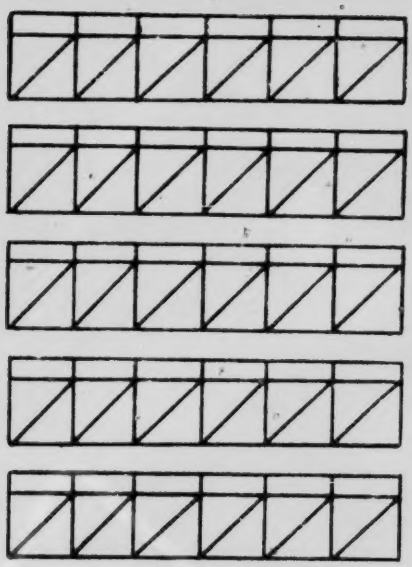
1.53.5

1.53.6

Money

1.54.0 Identifies coins.

1.54.1 Matches similar coins.



1.54.2 Finds designated coins in a group.

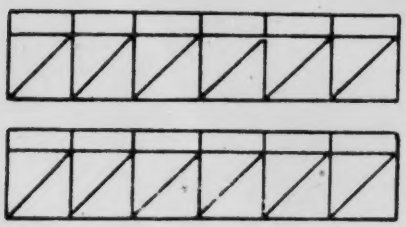
1.54.3 Names coins.

1.54.4

1.54.5

1.55.0 Identifies currency.

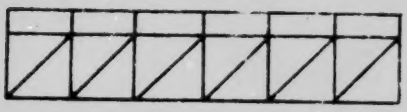
1.55.1 Matches similar currency.



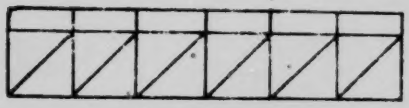
1.55.2 Finds designated currency in a group.

1.55.3 Names currency.

1.55.4

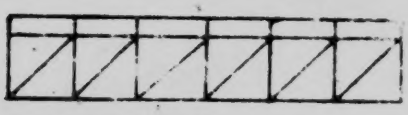


1.55.5

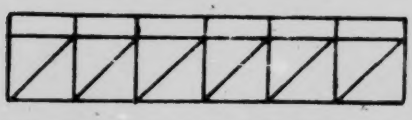


1.56.0 Counts money.

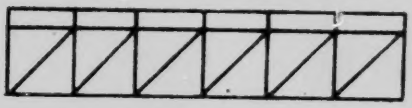
1.56.1 Counts coins.



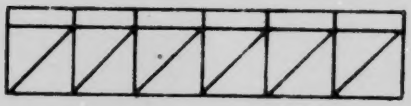
1.56.2 Counts currency.



1.56.3 Counts combinations of coins and currency.



1.56.4

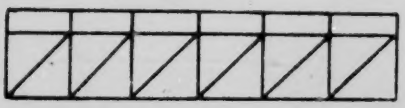


1.56.5

1.57.0 Compares relative value of money.

1.57.1 Identifies various combinations of coins for given amounts.

1.57.2 Identifies various combinations of currency for given amounts.



1.57.3 Identifies various combinations of coins and currency for given amounts.

1.57.4

1.57.5

1.58.0 Figures money sufficient for purchasing.

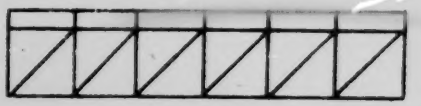
1.58.1 Provides coins to cover purchase.

1.58.2 Counts change to equal purchase price.

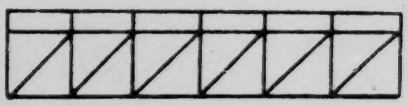
1.58.3 Provides currency to cover purchase.

1.58.4 Counts currency to equal purchase price.

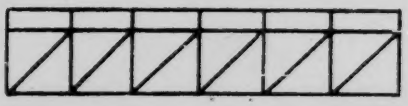
1.58.5 Provides coins and currency to cover purchase.



1.58.6 Counts coins and currency to equal purchase proce.

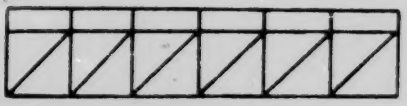


1.58.7 States correct change from a purchase (i.e., coins, currency, combination).



1.58.8

1.58.9



AREA 2.0.0

PERSONAL AND SOCIAL AWARENESS

Definition

Area 2, Personal and Social Awareness, refers primarily to goals which contribute to understanding and accepting oneself and getting along with other people. Emphasis is placed on behaviors which improve interaction with family, friends, neighbors, and community members. Attention is also given to the development of personal values related to laws, traditions, and citizenship.

Rationale for Instruction

The key to effective social living is related to the skills developed by an individual as he learns to understand himself and to get along with other persons. It is necessary for an individual to attain skills in personal and social awareness in order to successfully adjust to our society. The school must assist the learner to understand his behavior, to develop a set of social values, and to achieve social skills that enable him to interact effectively with other people. Since attitudes affect one's performance, it is also important that the school help the student gain self-respect, and the understanding and respect of other individuals.

Measurement Model

The teacher's guide includes model criterion measurement statements (CMS). They have been written to clarify the intent of sub-goals and to assist teachers in developing specific criteria for evaluating individual student performance. Teachers are expected to adapt a model CMS and extend it to more specific teaching situations. To illustrate, one sub-goal and CMS have been selected from Area 2 and are presented below. Also presented are two examples extending the model CMS but written by teachers for a specific student or class. The extended examples have been written to reflect different curriculum levels.

2.0.0 PERSONAL AND SOCIAL AWARENESS

Dependency

2.10.0 Asks reliable sources for assistance and direction.

2.10.4 Identifies appropriate community agencies to ask for assistance and direction.

CMS: Given a problem or situation, contrived or real, the student states which community agencies will give assistance and/or direction to solve the problem.

Extended measurement statements:

Elementary Level	When presented with situations which call for emergency first aid, the student identifies an appropriate community agency to ask for assistance.
Secondary Level	When presented with the district-developed list of community agencies, the student states at least two services available from each agency.

AREA 2.0.0

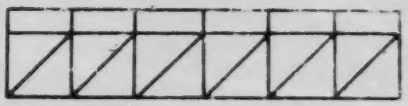
PERSONAL AND SOCIAL AWARENESS

Self

2.1.0 Provides personal information orally.

2.1.1 States full name.

2.1.2 States telephone number.

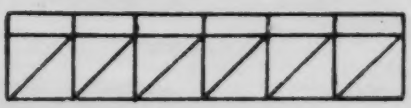


2.1.3 States home address.

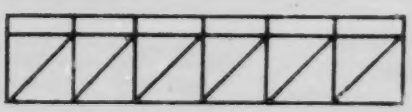
2.1.4 States parents' names.

2.1.5 States parent's occupation and place of employment.

2.1.6 States name of school personnel.

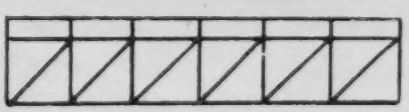


2.1.7 States name of employer/supervisor, foreman.



2.1.8 States address and phone number of place of employment.

2.1.9 States personal birth data.



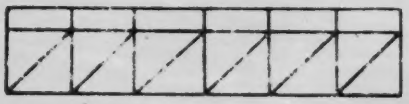
2.1.10 States current personal data.

2.1.11 States personal references.

2.1.12 States types of work performed on job.

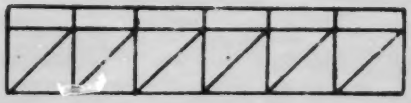
2.1.13

2.1.14



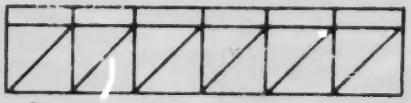
2.2.0 Provides personal information in writing.

2.2.1 Writes full name.



2.2.2 Writes telephone number.

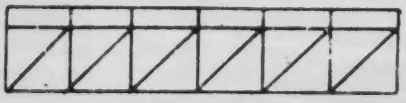
2.2.3 Writes home address.



2.2.4 Writes parents' names.

2.2.5 Writes name and address of school.

2.2.6 Writes name of employer.



2.2.7 Writes address and phone number of place of employment.

2.2.8 Writes birth data.

2.2.9 Writes Social Security number.

2.2.10 Writes personal references.

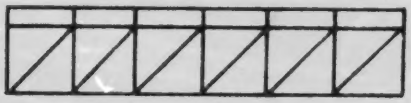
2.2.11

2.2.12

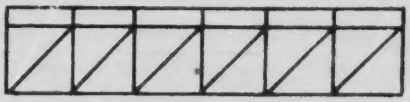
2.3.0 <u>Demonstrates ability to make decisions</u>.

2.3.1 Makes simple decisions at teacher's suggestion.

2.3.2 Makes simple decisions independently.



2.3.3 Identifies a situation requiring a decision.

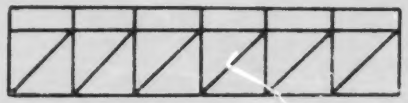


2.3.4 Describes steps in making a decision.

2.3.5 Identifies options available in making a decision.

2.3.6 Describes possible consequences of a decision.

2.3.7 Selects options which best meet own needs.



2.3.8 Seeks guidance previous to making certain decisions.

2.3.9 Makes complex decisions.

2.3.10 Follows through on commitments involved in a decision.

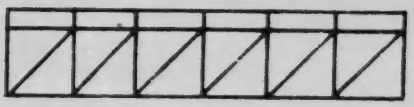
2.3.11 Evaluates results of personal decisions.

2.3.12

2.3.13

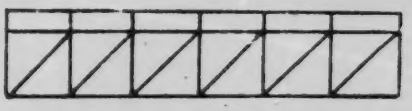
2.4.0 Uses evaluation of others to improve own performance.

2.4.1 Identifies type of evaluation received.



2.4.2 Describes reasons for having received a particular type of evaluation.

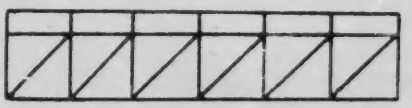
2.4.3 Utilizes positive evaluation to maintain or improve performance.



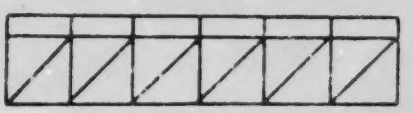
2.4.4 Uses negative evaluation to improve performance.

2.4.5 Compares and contrasts positive and negative evaluations of performance.

2.4.6



2.4.7

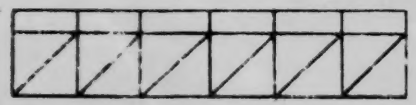


2.5.0 Shows growth in independence by setting own goals and organizing ways of achieving them.

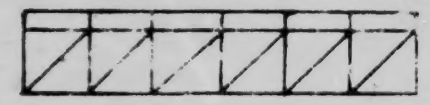
2.5.1 Develops own goals.

2.5.2 Identifies short-term and long-term goals.

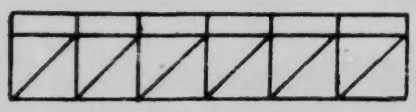
2.5.3 Identifies method for achieving own goals.



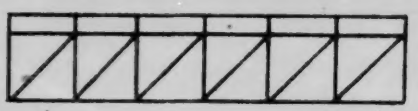
2.5.4 Works toward achieving own goals.



2.5.5 Achieves selected personal goals.



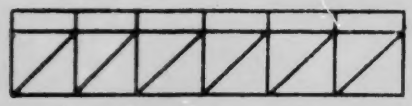
2.5.6 Evaluates goal achievement.



2.5.7 Shows ability to re-examine own goals.

2.5.8

2.5.9



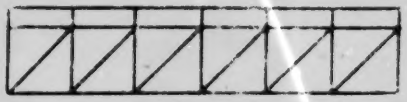
2.6.0 Considers needs of others.

2.6.1 Is punctural.

2.6.2 Is patient.

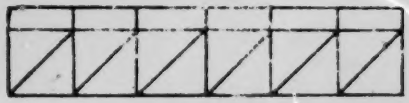
C1

2.6.3 Is cooperative.



2.6.4 Settles differences in a friendly manner.

2.6.5 Shares with others.



2.6.6 Gives constructive criticism.

2.6.7 Accepts individual differences.

2.6.8 Shows concern for the welfare of others.

2.6.9 Minds own business.

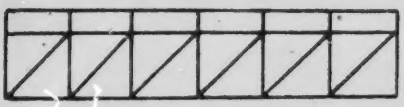
2.6.10

2.6.11

2.7.0 Practices common courtesies.

2.7.1 Addresses classmates by name.

2.7.2 Uses proper titles for adults in formal and informal situations.



2.7.3 Uses "please" and "thank you."

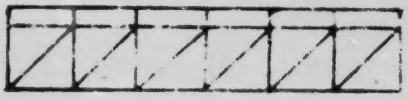
2.7.4 Uses proper greetings.

2.7.5 Takes turns in group situations.

2.7.6 Recognizes having created an embarrassing situation.

2.7.7

2.7.8



Family

2.8.0 Indicates an awareness of family roles.

2.8.1 Identifies responsibilities which may be assumed by various family members.

2.8.2 Describes own responsibilities in the family.

2.8.3 Follows through with own responsibilities in the home.

2.8.4 Explains importance of each family member's contribution to the home.

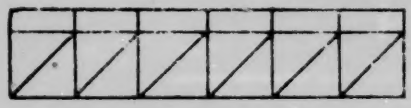
2.8.5 Describes how roles change in the family.

2.8.6 Explains how individual decisions affect the total family.

2.8.7 Explains how the democratic process could be used for decision-making within the family.

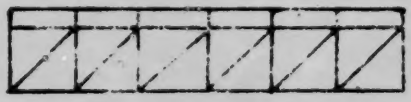
2.8.8 Explains importance of respecting individual privacy.

2.8.9 States reasons for respecting property of family members.



2.8.10

2.8.11

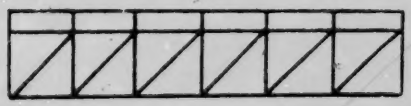


Authority

2.9.0 Is informed about and interested in complying with laws.

2.9.1 Gives reasons for establishing classroom rules.

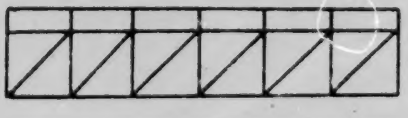
2.9.2 Identifies class and school rules



2.9.3 Follows class and school rules.

2.9.4 Gives reasons for existence of laws.

2.9.5 Identifies rules and laws of the community.



2.9.6 Follows rules and laws of the community.

2.9.7 Identifies national laws.

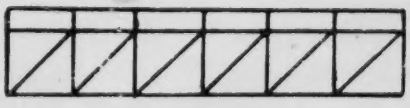
2.9.8 Identifies laws governing ownersh of property.

2.9.9 Identifies motor vehicle laws.

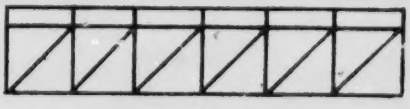
2.9.10 Identifies laws governing contracts.

2.9.11 Identifies laws governing marriage.

2.9.12



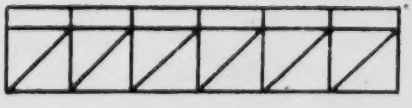
2.9.13



Dependency

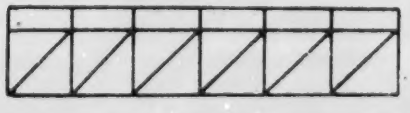
2.10.0 Asks reliable sources for assistance and direction.

2.10.1 Develops an appropriate routine for asking for assistance or direction.



2.10.2 Identifies appropriate friends and relatives for assistance and direction.

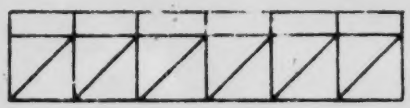
2.10.3 Identifies appropriate school personnel for assistance and direction.



2.10.4 Identifies appropriate community agencies to ask for assistance and direction.

2.10.5 Identifies appropriate state and federal agencies to ask for assistance or direction.

2.10.6



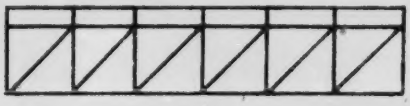
2.10.7

2.11.0 Describes a course of action if lost.

2.11.1 States the steps to take if lost at school.

2.11.2 States the steps to take if lost in the community.

2.11.3 States the steps to take if lost in the out-of-doors.



2.11.4

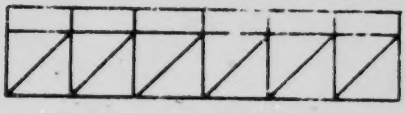
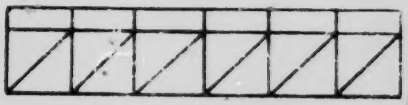
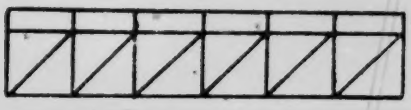
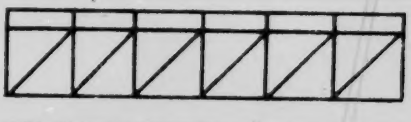
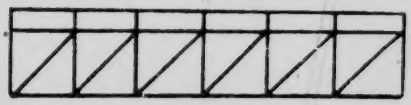
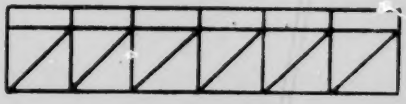
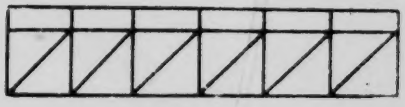
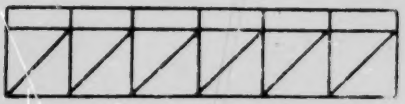
2.11.5

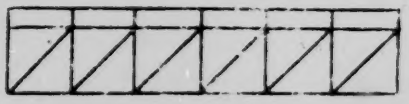
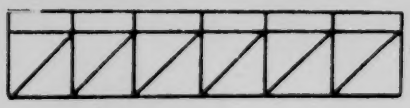
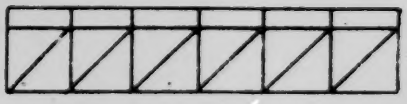
General Knowledge

2.12.0 Gives evidence of being aware of current events.

2.12.1 Relates appropriate family activities.

2.12.2 Identifies community happenings.

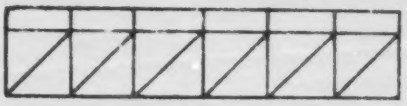
2.12.3	Reports on and discusses national events.	
2.12.4		
2.12.5		
2.13.0	Indicates a knowledge of the contribution of famous Americans.	
2.13.1	States the names and contributions of famous Americans in politics.	
2.13.2	States the contribution made to America by famous scientists.	
2.13.3	States the contribution to America by famous explorers.	
2.13.4	States the contribution made to the United States of America by famous business and labor leaders	
2.13.5	States the contribution made by famous personalities in medicine.	
2.13.6		
2.13.7		
2.14.0	Gives evidence of being aware of United States traditions, customs, values.	
2.14.1	Says the Allegiance to the Flag of the United States of America.	
2.14.2	Sings the national anthem.	

2.14.3	Names national holidays and their purpose.	
2.14.4	Describes the importance of the individual's role in a democratic society.	
2.14.5	Describes the contribution of various nationalities and minorit groups to the United States.	
2.14.6	Indicates a knowledge of the federal Constitution.	
2.14.7	Relates the Bill of Rights to present-day living.	
2.14.8		
2.14.9		
2.15.0	<u>Indicates a knowledge of the cultures and governments of foreign countries</u>.	
2.15.1	Identifies the similarities and differences in housing.	
2.15.2	Identifies the similarities and differences in dress.	
2.15.3	Identifies the similarities and differences in language.	
2.15.4	Identifies the similarities and differences in transportation.	
2.15.5	Identifies the similarities and differences in industry.	

2.15.6 Identifies the similarities and differences in government.

2.15.7

2.15.8



2.16.0 Gives evidence of recognizing the basic structure of our government.

2.16.1 Identifies role of local government.

2.16.2 Identifies role of the state government.

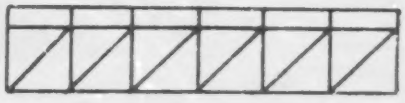
2.16.3 Identifies the role of federal government.

2.16.4 Describes the main services performed by each level of governmen (local, state, federal).

2.16.5 Identifies the names of the main officials in federal government.

2.16.6 Identifies the names of the main officials in state government.

2.16.7 Identifies the names of the main officials in local government.



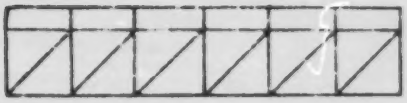
2.16.8 Names the three branches of government and their responsibility.

2.16.9

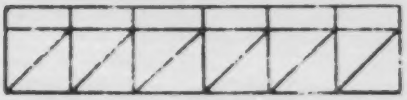
2.16.10

2.17.0 Identifies basic principles of our government.

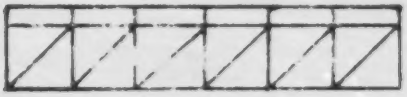
2.17.1 Explains the meaning of the will of the majority.



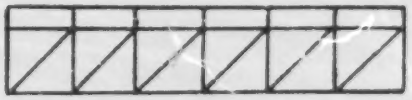
2.17.2 Explains the meaning of the right of the minority.



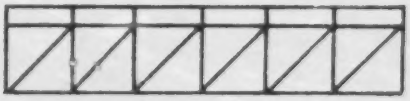
2.17.3 Explains the concept of representation.



2.17.4 Explains the role and responsibilities of political parties.



2.17.5



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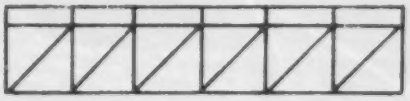
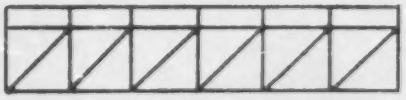


2.18.0 Demonstrates a knowledge of voting requirements.

2.18.1 Describes voter registration.



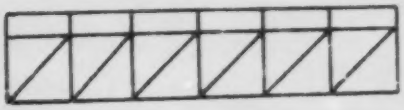
2.18.2 Distinguishes between types of elections and when they are held.

2.18.3 Describes voting procedures.

2.18.4 Identifies ways of becoming informed about candidates and political issues.

2.18.5

2.18.6



AREA 3.0.0

LIVING IN THE ENVIRONMENT

Definition

Area 3, Living in the Environment, refers primarily to the daily living skills a student will need in order to manage his affairs at home, in school, and in the community. In this section, attention is given to practical goals such as cooking, budgeting, and traveling.

Rationale for Instruction

To live independently, persons must develop various living skills required in normal day-to-day activities. Since the school is concerned with helping pupils achieve in all areas of learning, consideration must be given to a curriculum that stresses goals related to total living. For the child with learning problems a more extensive education will be needed in many areas of personal development. Many pupils need specific instruction in practical living skills that are necessary for survival in our present-day communities. The home environment plays an important part in helping pupils achieve these skills. Since many of these behaviors are best practiced and achieved in the home and community, the most meaningful program will be one where teachers and parents cooperate to achieve similar goals.

Measurement Model

The teacher's guide includes model criterion measurement statements (CMS). They have been written to clarify the intent of sub-goals and to assist teachers in developing specific criteria for evaluating individual student performance. Teachers are expected to adapt a model CMS and extend it to more specific teaching situations. To illustrate, one sub-goal and CMS have been selected from Area 3 and are presented below. Also presented are two examples extending the model CMS but written by teachers for a specific student or class. The extended examples have been written to reflect different curriculum levels.

3.0.0 LIVING IN THE ENVIRONMENT

Food

3.10.0 Demonstrates ability to prepare meals.

3.10.4 Prepares lunch.

CMS: Given the task, the facilities, the ingredients, and the recipes, the student prepares lunch satisfactorily as judged by the teacher.

Extended measurement statements:

Elementary Level	Given the task, the facilities, the ingredients, and the recipes, the student prepares lunch consisting of a can of tomato soup, a peanut butter sandwich, fresh fruit, and milk.
Secondary Level	Given the task, the facilities, the ingredients, and the recipes, the student prepares a lunch consisting of a package of macaroni and cheese, tossed green salad, coffee, and cake from a recipe.

AREA 3.0.0

LIVING IN THE ENVIRONMENT

Animals

3.1.0 Cares for a pet.

3.1.1 Maintains housing for a pet.

3.1.2 Feeds pet daily.

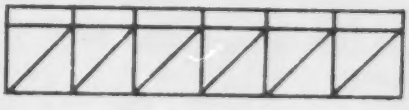
3.1.3 Arranges pet's living area.

3.1.4 Identifies special needs of pet.

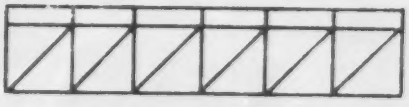
3.1.5 Plays with pet.

3.1.6 Trains pet.

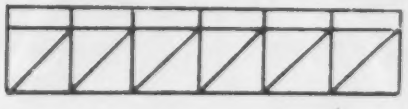
3.1.7 Bathes and grooms a pet.



3.1.8

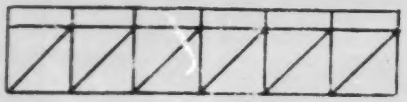


3.1.9



3.2.0 Observes animals.

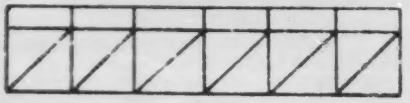
3.2.1 Identifies wild animals.



3.2.2 Identifies domestic animals.

3.2.3 Identifies common pets.

3.2.4 Identifies growth process in animals.



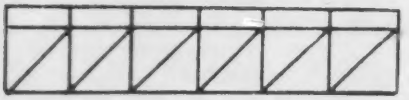
3.2.5

3.2.6

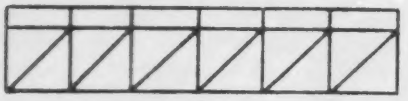
Plants

3.3.0 Observes and grows plants.

3.3.1 Identifies familiar plants.

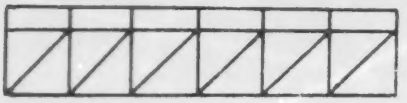


3.3.2 Identifies essential elements for plant growth.



3.3.3 Grows a plant in his environment.

3.3.4 Grows a garden.



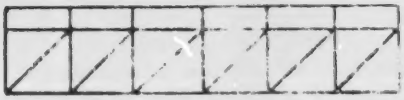
3.3.5

3.3.6

Weather

3.4.0 Observes and uses weather information.

3.4.1 Describes types of weather.



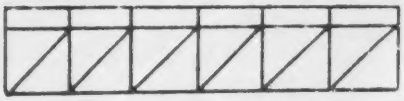
3.4.2 Identifies present weather conditions.

3.4.3 Reads weather information in newspaper.

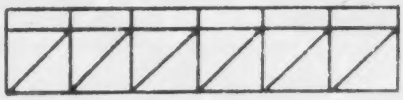
3.4.4 Describes weather reported on television.

3.4.5 Reads a thermometer.

3.4.6 Reads a barometer.



3.4.7 Describes the weather associated with the four seasons.



3.4.8

3.4.9

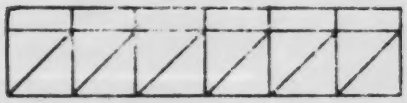
Natural Resources

3.5.0 Observes natural resources.

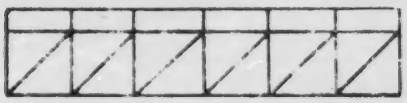
3.5.1 Identifies natural resources.

3.5.2 Describes the utilization of natural resources.

3.5.3 Describes seasonal factors that affect natural resources.



3.5.4 Describes human behaviors that help contribute to our supply of natural resources.



3.5.5 Describes human behaviors that harm our natural resources.

3.5.6

3.5.7

3.6.0 Practices conservation of natural resources.

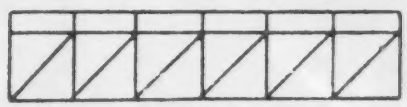
3.6.1 Explains conservation.

3.6.2 Describes conservation needs at home and school.

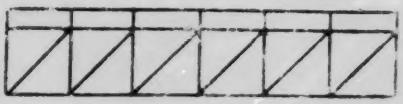
3.6.3 States own conservation efforts at home and at school.

3.6.4 Describes conservation needs in community and state.

3.6.5 States own conservation efforts in community and state.

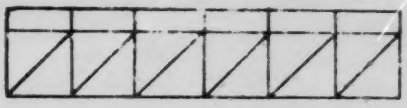


3.6.6 Explains conservation laws.



3.6.7

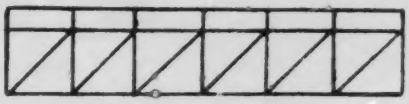
3.6.8



Food

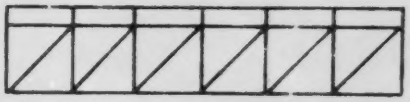
3.7.0 Demonstrates a knowledge of foods.

3.7.1 Identifies common vegetables.



3.7.2 Identifies common fruits.

3.7.3 Identifies common dairy products.



3.7.4 Identifies common meats/fish.

3.7.5 Identifies common breads/cereals.

3.7.6 Identifies foods eaten at certain meals.

3.7.7 Identifies economical foods for purchase.

3.7.8

3.7.9

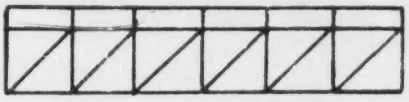
3.8.0 Demonstrates basic food preparation skills.

3.8.1 Opens/closes containers.

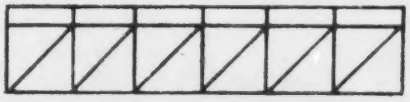
3.8.2 Measures with spoons: tsp., tbsp.

3.8.3 Measures with measuring cups.

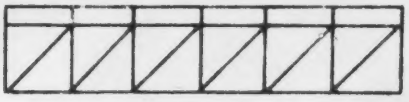
3.8.4 Cuts with knife: slices, peels.



3.8.5 Spreads.



3.8.6 Mashes.

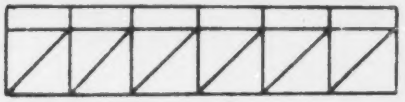


3.8.7 Grates.

3.8.8 Sifts.

3.8.9 Mixes.

3.8.10 Blends.



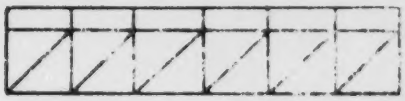
3.8.11 Folds.

3.8.12

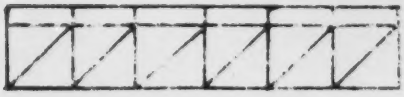
3.8.13

3.9.0 Employs kitchen appliances.

3.9.1 Operates hand can opener.



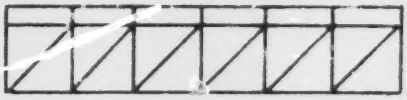
3.9.2 Operates automatic can opener.



3.9.3 Operates stove burner.

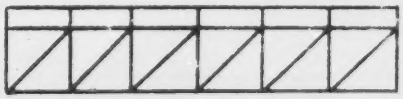
3.9.4 Operates stove oven.

3.9.5 Operates hand beater.



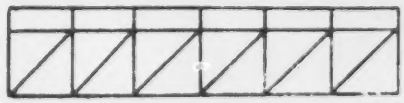
3.9.6 Operates automatic mixer.

3.9.7 Operates electric frying pan.

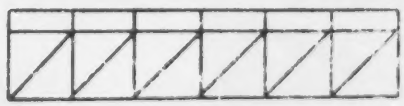


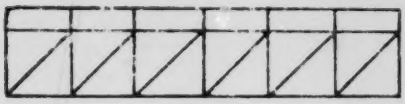
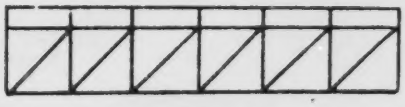
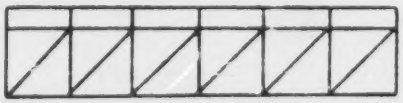
3.9.8 Operates waffle iron.

3.9.9 Operates toaster.



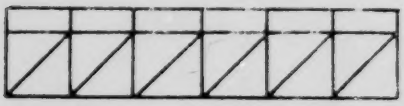
3.9.10 Operates refrigerator controls.



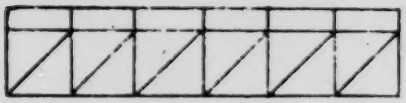
3.9.11	Operates automatic coffee pot.	
3.9.12	Operates electric grill.	
3.9.13		
3.9.14		
3.10.0	Demonstrates ability to prepare meals.	
3.10.1	Selects an appropriate simple recipe.	
3.10.2	Follows a simple recipe.	
3.10.3	Prepares breakfast.	
3.10.4	Prepares lunch.	
3.10.5	Prepares dinner.	
3.10.6	Prepares snacks.	
3.10.7	Practices sanitation.	
3.10.8	Sets table correctly.	

3.10.9 Serves meals correctly.

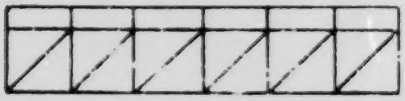
3.10.10 Cleans up after meals.



3.10.11 Covers food correctly.



3.10.12 Stores food carefully in refrigerator.



3.10.13 Stores food in cupboard.

3.10.14

3.10.15

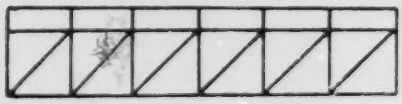
3.11.0 Demonstrates proper meal-time habits.

3.11.1 Employs utensils correctly.

3.11.2 Chews food properly.

3.11.3 Uses napkin correctly.

3.11.4 Handles dishware correctly.

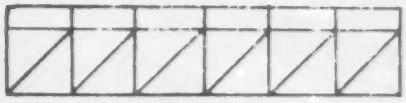


3.11.5 Passes food correctly.

3.11.6 Asks for food correctly.

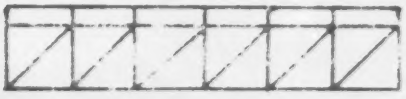
3.11.7 Receives food correctly.

3.11.8 Exhibits good table posture.



3.11.9

3.11.10



Clothing

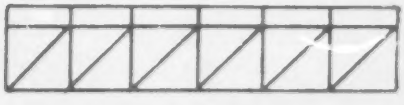
3.12.0 Performs self-help skills.

3.12.1 Removes garments.

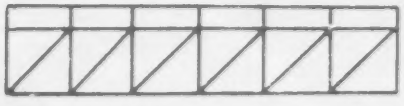
3.12.2 Puts on garments.

3.12.3 Snaps snaps.

3.12.4 Buttons buttons.



3.12.5 Zips zippers.

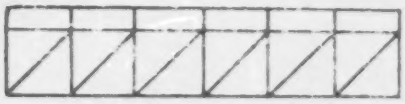


3.12.6 Hooks hooks.

3.12.7 Laces shoes.

3.12.8 Ties shoes.

3.12.9 Fastens fasteners.



3.12.10 Buckles buckles.

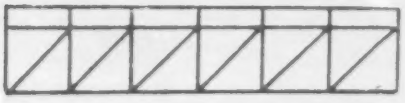
3.12.11

3.12.12

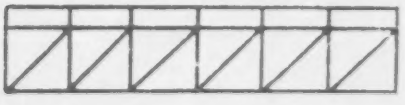
3.13.0 Selects clothing.

3.13.1 Selects own clothing daily.

3.13.2 Wears appropriate clothing for the occasion.



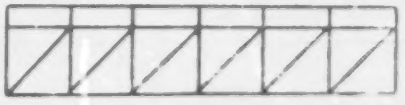
3.13.3 Selects appropriate clothing for the season.



3.13.4 Selects appropriate fabrics for clothing.

3.13.5 Plans clothing purchases.

3.13.6



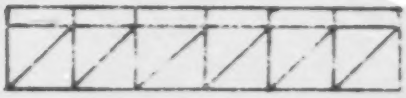
3.13.7

3.14.0 Maintains clothing.

3.14.1 Hangs up clothing.

3.14.2 Folds clothing.

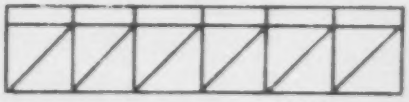
3.14.3 Sorts clothing.



3.14.4 Stores clothing.

3.14.5 Keeps clothing neat and clean.

3.14.6 Polishes shoes.

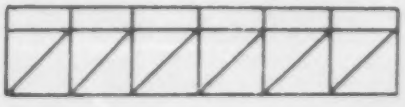


3,14.7 Cleans various fabrics.

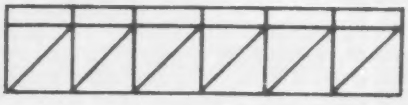
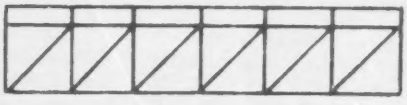
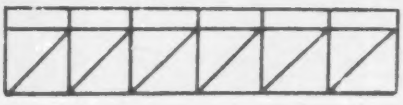
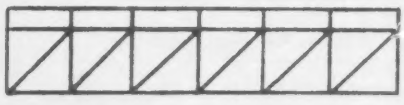
3.14.8 Repairs clothing.

3.14.9

3.14.10



3.15.0 Prepares clothing for wearing.

3.15.1	Reads labels on clothing.	
3.15.2	Washes clothes by hand.	
3.15.3	Washes clothes by machine.	
3.15.4	Dries clothes by hanging.	
3.15.5	Dries clothes by machine.	
3.15.6	Prepares clothes for ironing.	
3.15.7	Irons clothes without steam.	
3.15.8	Irons clothes with steam.	
3.15.9		
3.15.10		

3.16.0 Demonstrates basic sewing skills.

3.16.1	Threads a needle.	
3.16.2	Sews by hand.	

3.16.3 Sews by machine.

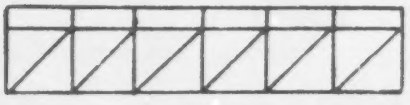
3.16.4 Sews on buttons.

3.16.5 Hems by hand.

3.16.6 Mends seams.

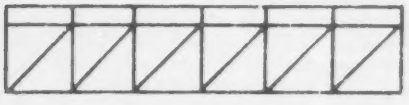
3.16.7 Patches by hand.

3.16.8 Patches with iron-ons.



3.16.9

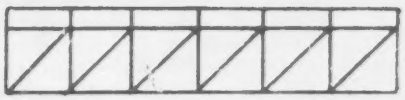
3.16.10



Travel

3.17.0 Demonstrates knowledge of community travel.

3.17.1 Identifies modes of personal transportation.



3.17.2 Identifies safety factors associated with travel.

3.17.3 Interprets travel information.

3.17.4 Reads maps.

3.17.5

3.17.6

3.18.0 Utilizes transportation correctly and safely.

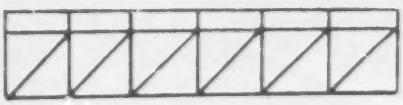
3.18.1 Demonstrates pedestrian rules for walking.

3.18.2 Demonstrates safety rules for bicycle riding.

3.18.3 Demonstrates appropriate habits as a car passenger.

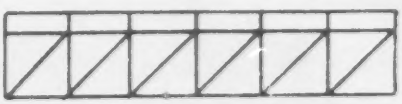
3.18.4 Follows school bus rules.

3.18.5 Rides public bus independently.



3.18.6 Explains how to use a taxicab.

3.18.7 Explains railroad passenger service.



3.18.8 Explains airline passenger service.

3.18.9

3.18.10

Community Services

3.19.0 Communicates knowledge of services that provide assistance.

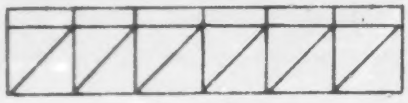
3.19.1 Describes services of police department.

3.19.2 Describes services of fire department.

3.19.3 Describes services of post office.

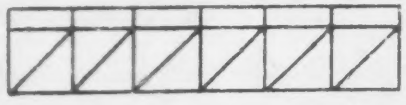
3.19.4 Describes services of utility companies.

3.19.5 Describes community legal services



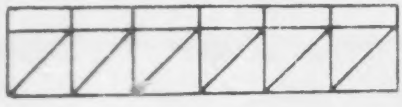
3.19.6 Describes community social services.

3.19.7 Describes community vocational services.

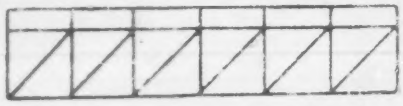


3.19.8 Describes community health department services.

3.19.9 Describes community religious organizations.



3.19.10 Describes services of community/ state agencies.



3.19.11

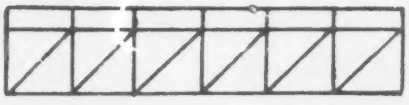
3.19.12

3.20.0 Demonstrates ability to obtain needed service.

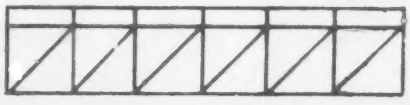
3.20.1 Locates and correctly contacts police department.

3.20.2 Locates and correctly contacts fire department.

3.20.3 Locates and correctly contacts public health service.



3.20.4 Locates and correctly contacts sanitation department.



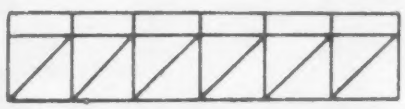
3.20.5 Locates and correctly contacts telephone company.

3.20.6 Locates and correctly contacts post office.

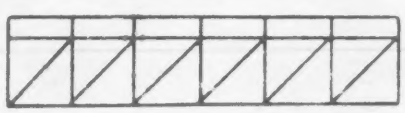
3.20.7 Locates and correctly contacts financial services.

3.20.8 Locates correctly and utilizes services of religious organizations.

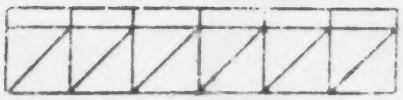
3.20.9 Locates and correctly contacts vocational services.



3.20.10



3.20.11



Communication Media

3.21.0 Uses telephone correctly.

3.21.1 Identifies basic types of telephone calls.

3.21.2 Manipulates various types of telephones.

3.21.3 Uses proper telephone manners.

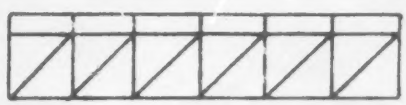
3.21.4 Uses telephone for various types of calls.

3.21.5 Uses the telephone directory.

3.21.6 Demonstrates ability to use public pay telephone.

3.21.7

3.21.8

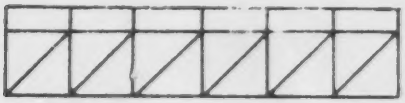


3.22.0 Demonstrates use of communication media.

3.22.1 Sends letters.

3.22.2 Explains telegrams.

3.22.3 Reads magazines.



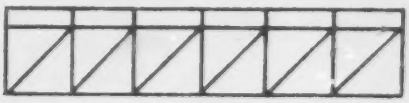
3.22.4 Reads newspapers.

3.22.5 Watches informational TV program.

3.22.6 Listens to informational radio programs.

3.22.7

3.22.8



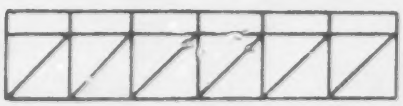
Home Maintenance and Improvement

3.23.0 Demonstrates knowledge of items needed for maintenance.

3.23.1 Identifies tools for particular tasks.

3.23.2 Identifies cleaning agents and materials for particular tasks.

3.23.3 Identifies appliances for particular tasks.



3.23.4 Identifies clothing for particular tasks.

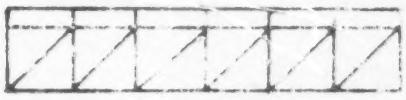
3.23.5

3.23.6

3.24.0 Performs simple household chores.

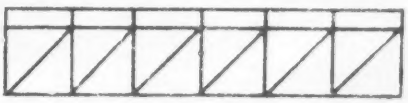
3.24.1 Keeps record of duties performed at home.

3.24.2 Makes bed daily, independently.

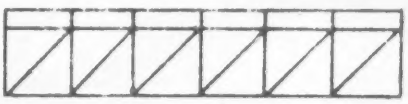


3.24.3 Cleans bedroom independently.

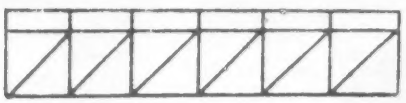
3.24.4 Washes woodwork independently.



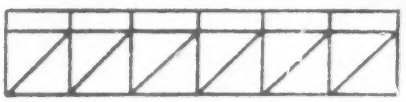
3.24.5 Dusts furniture independently.



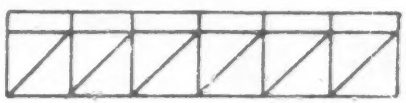
3.24.6 Polishes furniture independently.



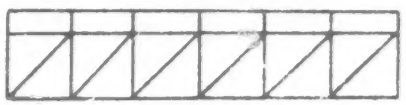
3.24.7 Sweeps floor independently.



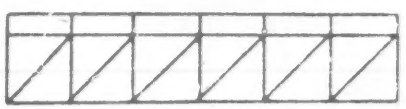
3.24.8 Vacuums floor independently.



3.24.9 Waxes floor independently.



3.24.10 Washes windows independently.



3.24.11 Washes and dries dishes independently.

3.24.12 Uses dishwasher independently.

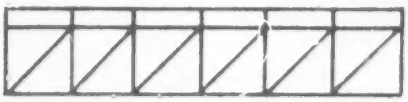
3.24.13 Empties garbage independently.

3.24.14 Uses garbage disposal independently

3.24.15 Puts objects away when finished.

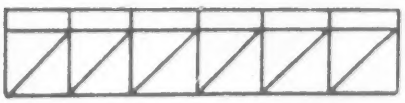
3.24.16

3.24.17

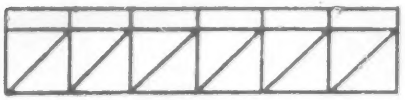


3.25.0 Performs more complex home improvement tasks.

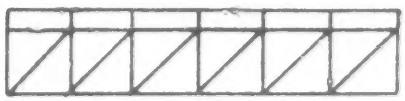
3.25.1 Paints objects at home.



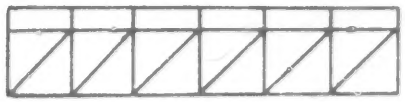
3.25.2 Constructs items at home.



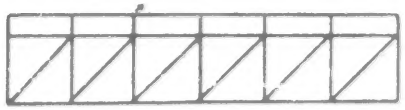
3.25.3 Repairs items at home.



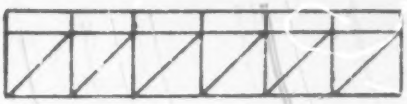
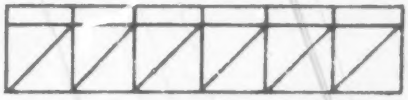
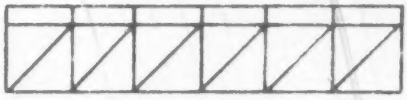
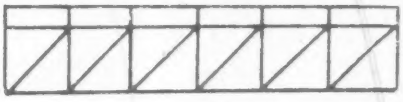
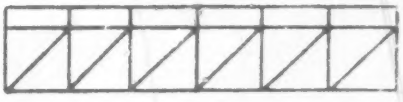
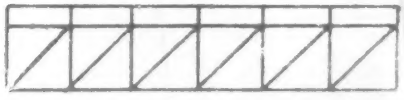
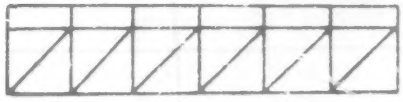
3.25.4



3.25.5



3.26.0 Demonstrates landscaping skills.

3.26.1	Employs hand tools correctly.	
3.26.2	Employs hand-operated power tools correctly.	
3.26.3	Mows lawn.	
3.26.4	Trims lawn.	
3.26.5	Rakes grass/leaves.	
3.26.6	Clips bushes/hedges.	
3.26.7	Pulls weeds.	
3.26.8	Stores tools correctly.	
3.26.9	Waters lawn/shrubs.	
3.26.10	Fertilizes lawn/garden.	
3.26.11	Puts trash/clippings in appropriate containers.	
3.26.12	Sweeps walkways.	

3.26.13

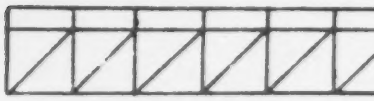
3.26.14

Budgeting

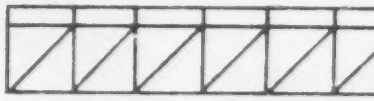
3.27.0 Manages financial affairs.

3.27.1 Accounts for personal income.

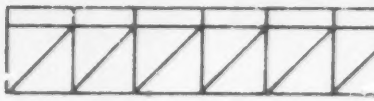
3.27.2 Accounts for personal money spent.



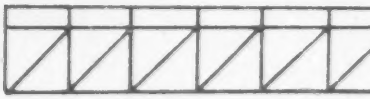
3.27.3 Employs a savings account.



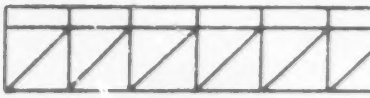
3.27.4 Uses a checking account.



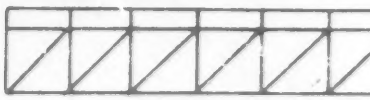
3.27.5 Prepares a personal budget.



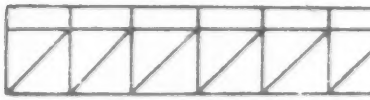
3.27.6 Demonstrates knowledge of charge accounts.



3.27.7 Demonstrates knowledge of credit cards.



3.27.8 Demonstrates knowledge of comparative shopping.



3.27.9 Demonstrates knowledge of "lay-away" shopping.

3.27.10 Demonstrates knowledge of credit ratings.

3.27.11 Demonstrates knowledge of interest rates in credit buying.

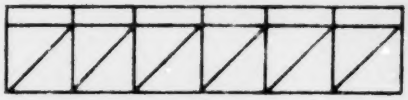
3.27.12 Explains the relationship between income and expenses.

3.27.13 Explains obligations in borrowing money from family and friends.

3.27.14 Explains obligations in borrowing money from banks.

3.27.15 Explains obligations in borrowing money from loan companies.

3.27.16 Explains the reasons for obtaining various kinds of insurance.



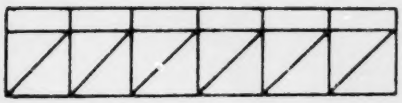
3.27.17

3.27.18

Child Care

3.28.0 Performs child care skills.

3.28.1 Assists in supervising younger children.



3.28.2 Supervises younger children independently.

3.28.3 Assists in planning activities for younger children.

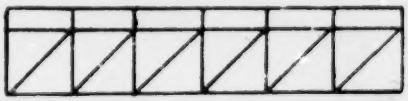
3.28.4 Plans activities for younger children independently.

3.28.5 Trains formally to be a babysitter.

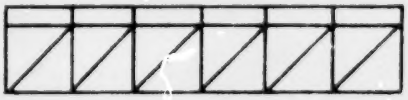
3.28.6 Explains baby care needs.

3.28.7 Babysits for younger children.

3.28.8 Babysits and cares for a baby.

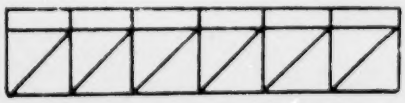


3.28.9 Earns money babysitting.



3.28.10

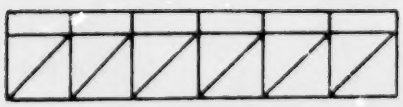
3.28.11



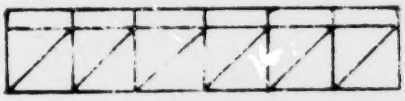
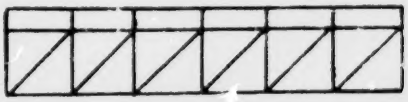
Post-School Adjustment

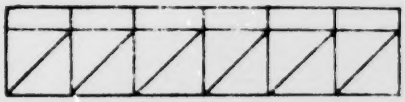
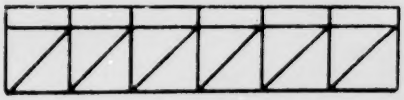
3.29.0 Demonstrates a knowledge of residency.

3.29.1 Identifies his responsibilities to the family when living at home.



3.29.2 Identifies responsibilities of boarding in a private home.

3.29.3	Identifies responsibilities of renting.	
3.29.4	Identifies responsibilites of living in a half-way house.	
3.29.5	Identifies responsibilities of leasing.	
3.29.6	Identifies responsibilities of buying a home.	
3.29.7	Identifies major purchases necessary for independent living.	
3.29.8	Demonstrates a knowledge of basic utility costs.	
3.29.9		
3.29.10		
3.30.0	<u>Demonstrates knowledge of marriage responsibilities</u>.	
3.30.1	Explains the meaning of an engagement.	
3.30.2	Relates the purpose of a marriage license.	
3.30.3	Relates reasons for medical examination before marriage.	
3.30.4	Describes the kinds of legal (civil/religious) marriage ceremonies.	

3.30.5	Differentiates between the roles of husband and wife.	
3.30.6	Demonstrates when and where to seek marriage/family counseling.	
3.30.7	Demonstrates knowledge of results in terminating marriage.	
3.30.8		
3.30.9		
3.31.0	<u>Defines responsibilities of family living</u>.	
3.31.1	Compares single and married life.	
3.31.2	Identifies wage provider(s).	
3.31.3	Identifies decision maker(s).	
3.31.4	Identifies who prepares food.	
3.31.5	Identifies who cares for children.	
3.31.6	Identifies who handles financial affairs.	
3.31.7	Identifies maintenance responsibilities.	

3.31.8

3.31.9

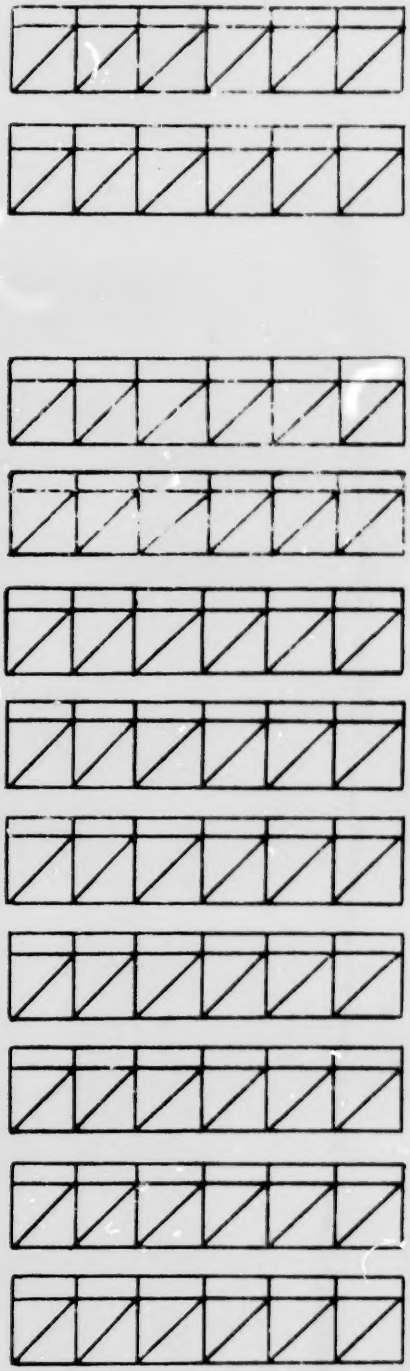
*3.32.0 Demonstrates knowledge of family planning.

3.32.1 Identifies health problems related to human relationships.

3.32.2 Demonstrates knowledge of effects of population upon the environment.

3.32.3

3.32.4



*Family planning should be taught after consent has been received from parents, the Community Family Planning Committee, and the school district administration.

AREA 4.0.0

CAREER EDUCATION

Definition

Area 4, Career Education, refers primarily to habits, attitudes, and skills required for occupational success. Attention is given to goals stressing work orientation, performance related to in-school and out-of-school work placements, and career exploration.

Rationale for Instruction

Preparation for adulthood should include one's economic contribution to society. One important way of contributing is through the role of a worker. The school has a major responsibility to help develop and reinforce the vocational concept. The importance of this role requires that instruction be provided at all levels of the school curriculum. Elementary teachers' expectations of promptness, responsibility, and task completion will help prepare students for later occupational success. Intermediate, junior high, and senior high teachers should continue developing and expanding such attitudes. In addition, teachers should assist students in gaining specific pre-vocational skills that will lead toward future independence in finding and holding jobs. Any student, regardless of learning level, has the right to participate in work situations that are compatible with his abilities and offer personal satisfaction. The cooperation of school and community is essential. Teachers, parents, work coordinators, DVR counselors, and employers should work together to help the student realize his full potential in this area.

Measurement Model

The teacher's guide includes model criterion measurement statements (CMS). They have been written to clarify the intent of sub-goals and to assist teachers in developing specific criteria for evaluating individual student performance. Teachers are expected to adapt a model CMS and extend it to more specific teaching situations. To illustrate, one sub-goal and CMS have been selected from Area 4 and are presented below. Also presented are two examples extending the model CMS but written by teachers for a specific student or class. The extended examples have been written to reflect different curriculum levels.

4.0.0 CAREER EDUCATION

Work Orientation

4.3.0 Demonstrates correct use of equipment and materials for an assigned work task.

4.3.1 Uses equipment correctly.

CMS: Given proper training in the use of equipment related to his work task, the student demonstrates correct use of equipment a major part of the time.

Extended measurement statements.

Elementary Level	Given instruction in the proper use of classroom equipment (i.e., scissors, pencil sharpener...), the student correctly uses the equipment when observed by the teacher.
Secondary Level	Given instruction in the proper use of equipment (i.e., bandsaw, sewing machine, dishwasher), the student correctly uses the equipment when observed by employer/teachers/parent.

AREA 4.0.0

CAREER EDUCATION

Basic Work Habits

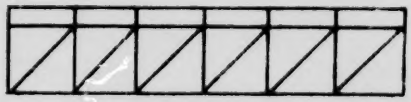
4.1.0 Completes assigned work tasks.

4.1.1 Describes steps in task to be completed.

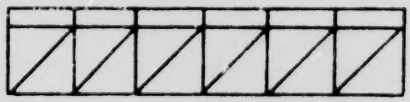
4.1.2 Performs task with supervision.

4.1.3 Completes task based on one oral direction.

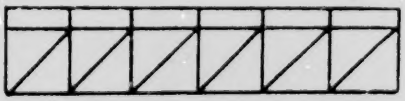
4.1.4 Completes task based on one written direction.



4.1.5 Completes task based on multiple oral directions.



4.1.6 Completes task based on multiple written directions.

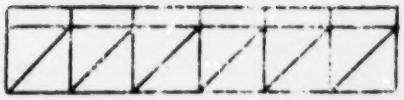
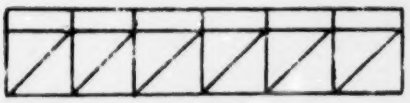
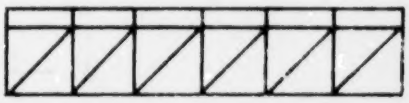
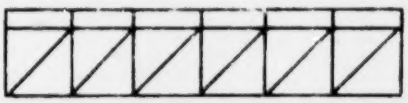
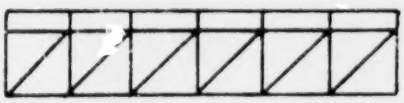
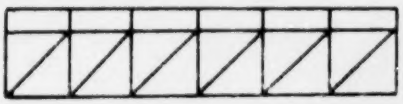
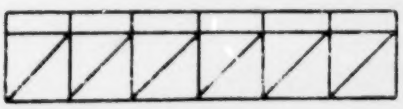


4.1.7 Completes regularly-assigned work tasks.

4.1.8 Performs tasks without supervisior

4.1.9 Checks work for acceptable performance.

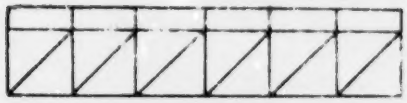
4.1.10 Avoids repeating past errors.

4.1.11		
4.1.12		
4.2.0	Demonstrates a willingness to perform assigned work tasks.	
4.2.1	Identifies reasons why tasks are necessary.	
4.2.2	Selects apporpriate time and place to express dissatisfaction.	
4.2.3	Shows satisfaction with completed work.	
4.2.4	Demonstrates acceptable attitude on work assignment.	
4.2.5		
4.2.6		
4.3.0	Demonstrates correct use of equipment and materials for an assigned work task.	
4.3.1	Uses equipment correctly.	
4.3.2	Uses materials correctly.	
4.3.3		

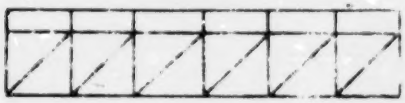
4.3.4

4.4.0 Cleans work area after task is completed.

4.4.1 Identifies equipment to be cleaned.



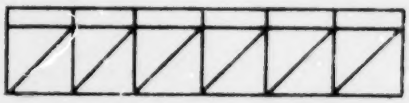
4.4.2 Identifies area to be cleaned.



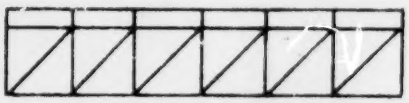
4.4.3 Cleans equipment.

4.4.4 Cleans area.

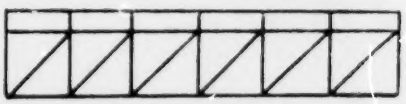
4.4.5 Returns supplies and equipment.



4.4.6



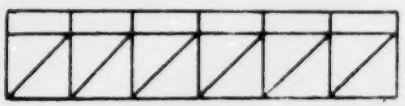
4.4.7



4.5.0 Cooperates in performing a group task.

4.5.1 Describes the group's task.

4.5.2 Describes his task.



4.5.3 Performs his task.

4.5.4 Keeps from hindering others.

4.5.5

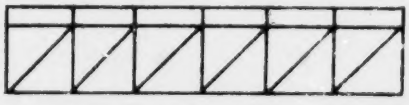
4.5.6

4.6.0 Asks for assistance with work tasks when needed.

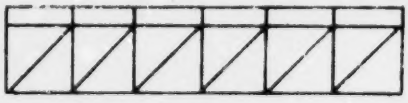
4.6.1 Identifies when to ask for assistance.

4.6.2 Identifies the appropriate person to ask for assistnace.

4.6.3 Asks for assistance when needed.

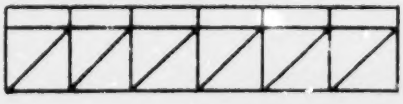


4.6.4



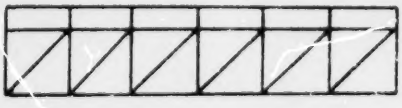
4.6.5

Career Exploration



4.7.0 Demonstrates knowledge of possible school work stations.

4.7.1 Locates stations.



4.7.2 Describes services performed in each station.

4.7.3 Identifies career possibilities in each station.

4.7.4

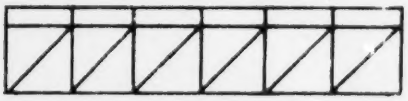
4.7.5

4.8.0 Grooms appropriately for work tasks.

4.8.1 Identifies appropriate dress for in-school work tasks.

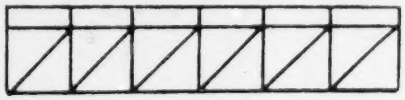
4.8.2 Identifies non-appropriate dress for in-school work tasks.

4.8.3 Identifies appropriate dress for out-of-school work tasks.

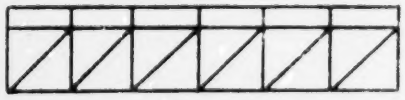


4.8.4 Identifies non-appropriate dress for out-of-school work tasks.

4.8.5 Dresses appropriately for work tasks.

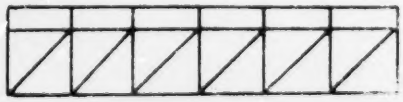


4.8.6 Meets employer's standards for cleanliness.



4.8.7

4.8.8



4.9.0 Demonstrates vocational safety.

4.9.1 Identifies appropriate safety procedures.

4.9.2 Practices appropriate safety procedures.

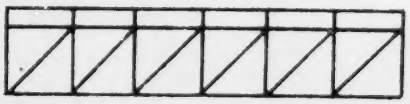
4.9.3 Identifies basic warning signs associated with work stations.

4.9.4

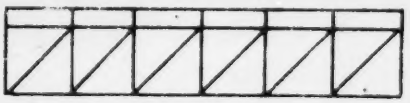
4.9.5

4.10.0 Attends to work-caused injuries.

4.10.1 Recognizes and reports all injuries.



4.10.2 Seeks proper attention for injury.



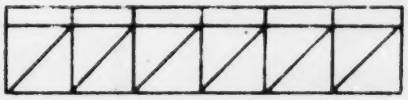
4.10.3 Can complete accident forms accurately.

4.10.4

4.10.5

4.11.0 Observes work time schedules.

4.11.1 Arrives on time.

4.11.2	Uses time cards or time clock, if appropriate.	
4.11.3	Observes scheduled work breaks.	
4.11.4	Leaves on time.	
4.11.5		
4.11.6		
4.12.0	<u>Demonstrates appropriate behavior on work placement</u>.	
4.12.1	States established rules of conduct.	
4.12.2	Converses appropriately with employer.	
4.12.3	Converses appropriately with supervisor.	
4.12.4	Converses appropriately with fellow employees.	
4.12.5	Gets along with fellow employees.	
4.12.6	Proceeds appropriately even though other employees are not following the rules.	
4.12.7		

4.12.8

4.13.0 Attemps several work experiences.

4.13.1 Shows adaptability to various types of jobs.

4.13.2 Recognizes positive and negative aspects of assigned work experiences.

4.13.3

4.13.4

4.14.0 Travels to community work stations.

4.14.1 Travels to work with supervision.

4.14.2 Travels to work without supervision, on time.

4.14.3 Travels to work in the most appropriate manner.

4.14.4

4.14.5

4.15.0 Locates and performs paid odd jobs.

4.15.1 Locates jobs with assistance.

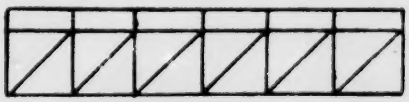
4.15.2 Performs jobs with assistance.

4.15.3 Locates jobs without assistance.

4.15.4 Performs jobs without assistance.

4.15.5

4.15.6

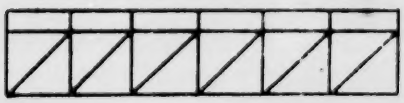


4.16.0 Interviews for a job.

4.16.1 Selects proper dress.

4.16.2 Identifies proper interview technique.

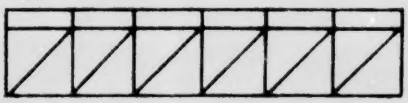
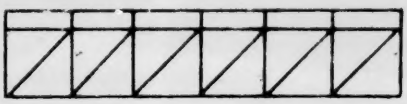
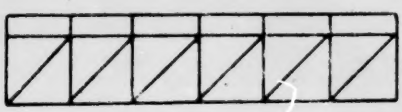
4.16.3 Demonstrates confidence and proficiency in job interview situations.



4.16.4 Schedules interview by letter.

4.16.5 Schedules interview by telephone.

4.16.6 Schedules interview by personal contact.

4.16.7	Completes interview.	
4.16.8	Voluntarily re-contacts employer when appropriate.	
4.16.9		
4.16.10		
4.17.0	Produces required information for job application forms.	
4.17.1	Memorizes vital statistics.	
4.17.2	Carries complete application form information sheet.	
4.17.3	Completes a job application blank.	
4.17.4	Completes W-4 form accurately.	
4.17.5	Completes insurance forms accurately, with assistance if needed.	
4.17.6	Completes payroll information forms.	
4.17.7	Completes other necessary forms accurately.	
4.17.8		

4.17.9

4.18.0 Uses evaluation of others to improve work performance.

4.18.1 Identifies significant points of evaluation by others.

4.18.2 Makes changes in work performance as a result of evaluation.

4.18.3

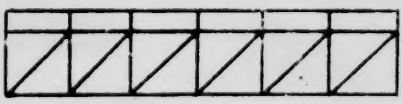
4.18.4

4.19.0 Demonstrates knowledge of the employer/employee relationship.

4.19.1 Identifies responsibilities of the employer.

4.19.2 Identifies responsibilities of the employee.

4.19.3 Identifies responsibilities of fellow workers.



4.19.4 Identifies authority of fellow workers.

4.19.5

4.19.6

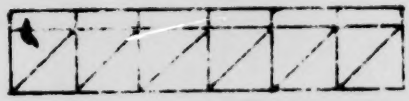
4.20.0 Notifies employer of absences.

4.20.1 Notifies employer in advance of planned absence.

4.20.2 Notifies employer promptly in event of emergency absence.

4.20.3

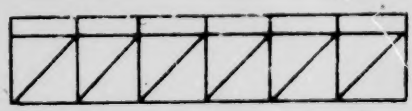
4.20.4



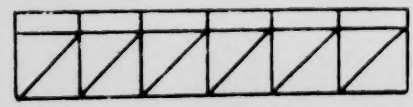
4.21.0 Performs tasks related to his job but not of primary responsibility.

4.21.1 Identifies non-assigned tasks that he is able to perform.

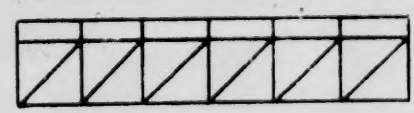
4.21.2 Performs non-assigned tasks during appropriate times.



4.21.3

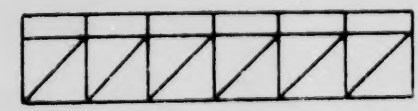


4.21.4



4.22.0 Demonstrates knowledge of paycheck deductions.

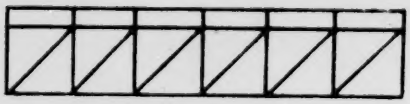
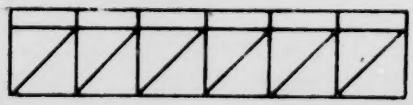
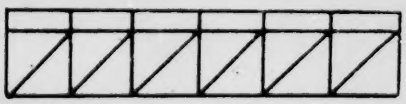
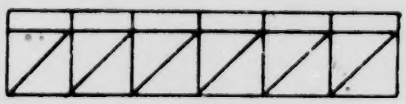
4.22.1 Demonstrates understanding of Social Security deductions.



4.22.2 Describes federal income tax deductions.

4.22.3	Describes state income tax deductions.	
4.22.4	Describes payroll deductions for workman's compensation.	
4.22.5	Describes other deductions.	
4.22.6		
4.22.7		

4.23.0 Checks paycheck for accuracy.

4.23.1	States pay rate.	
4.23.2	Records time worked, including overtime.	
4.23.3	Computes gross salary or wage and overtime.	
4.23.4	Accounts for deductions.	
4.23.5	Computes net salary.	
4.23.6		
4.23.7		

4.24.0 Demonstrates a knowledge of unemployment.

4.24.1 Describes possible causes of unemployment.

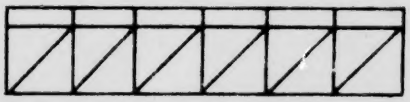
4.24.2 Lists some of the consequences of unemployment.

4.24.3 Identifies the agencies which assist unemployed people.

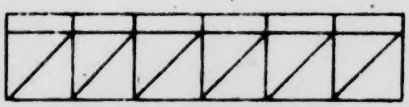
4.24.4 Locates agencies which assist unemployed people.

4.24.5 Demonstrates knowledge of unemployment benefits.

4.24.6

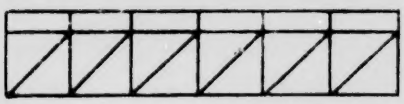


4.24.7

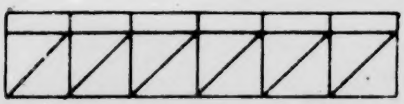


4.25.0 Demonstrates a knowledge of laws and regulations controlling employment.

4.25.1 Demonstrates a knowledge of minimum wage laws.

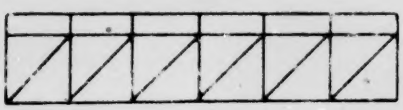


4.25.2 Demonstrates a knowledge of child labor laws.



4.25.3 Demonstrates a knowledge of labor organizations.

4.25.4 Demonstrates a knowledge of contracts.



4.25.5

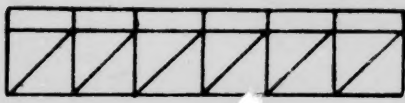
4.25.6

Career Preparation

4.26.0 Demonstrates a knowledge of the jobs associated with a selected career cluster.

4.26.1 Describes entry-level jobs associated with a selected career cluster.

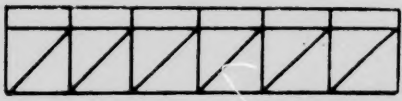
4.26.2 Describes various work skills associated with a selected work cluster.



4.26.3 Identifies local businesses related to the selected work cluster.

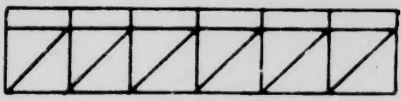
4.26.4

4.26.5



4.27.0 Develops a vocational goal.

4.27.1 Selects a vocational goal.



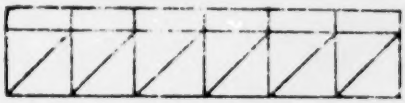
4.27.2 Lists steps in achieving the vocational goal.

4.27.3 Uses appropriate school assistance in reaching the vocational goal.

4.27.4 Uses appropriate community services in reaching the goal.

4.27.5 Demonstrates knowledge that recommendations influence future job placement/employment.

4.27.6

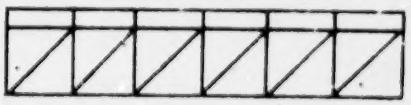


4.27.7

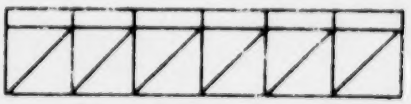
4.28.0 Identifies employment resources.

4.28.1 Identifies by name friends, relatives and neighbors who can assist in job-finding.

4.28.2 Identifies work experience coordinator as a resource in job-finding.



4.28.3 Identifies Department of Vocational Rehabilitation agency as a resource in job-finding. (Now called Vocational Rehabilitation Division)



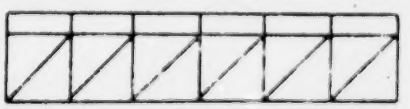
4.28.4 Identifies the Employment Bureau as a resource in job-finding.

4.28.5 Demonstrates a knowledge of the advantages and disadvantages of private employment agencies.

4.28.6 Uses newspaper ads as resources in job-finding.

4.28.7

4.28.8



AREA 5.0.0

HUMAN ECOLOGY

Definition

Area 5, Human Ecology, refers primarily to improving the physical well-being of the student. Emphasis is placed on helping the student become more aware of the influence of the environment on the individual and how the individual can control or adjust his situation to improve living conditions for himself and others. In this section, attention is given to goals relating to health, physical education, family living, and safety.

Rationale for Instruction

Caring for our physical well-being is a life-long task. It is an important responsibility each person must assume to benefit both himself and others. Much of an individual's ability to become economically self-supporting will depend upon his being physically healthy. The school plays an important role in helping the student to develop appropriate attitudes, habits, and skills in this area. Knowledge of one's growth and development and of methods for maintaining physical well-being need to be stressed. Opportunities for developing and practicing skills in this area should be started early and stressed throughout the school years. Since many stated goals involve the family, it is essential that parents and teachers cooperate in helping students become more competent in this area.

Measurement Model

The teacher's guide includes model criterion measurement statements (CMS). They have been written to clarify the intent of sub-goals and to assist teachers in developing specific criteria for evaluating individual student performance. Teachers are expected to adapt a model CMS and extend it to more specific teaching situations. To illustrate, one sub-goal and CMS have been selected from Area 5 and are presented below. Also presented are two examples extending the model CMS written by teachers for a specific student or class. The extended examples have been written to reflect different curriculum levels.

5.0.0 HUMAN ECOLOGY

Health

5.9.0 Demonstrates a knowledge of habit-forming drugs.

5.9.2 Describes effects of drinking alcoholic beverages.

CMS: Given instruction the student relates to the instructor either orally or in writing at least 3 of the effects of drinking alcoholic beverages.

Extended measurement statements:

Elementary Level	After instruction on the effects of alcoholic beverages, the student will pantomime before the class three effects of drinking alcoholic beverages.
Secondary Level	After instruction on the effects of alcoholic beverages, the student will correctly identify ten effects of drinking alcoholic beverages on a true-false test.

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AREA 5.0.0

HUMAN ECOLOGY

HEALTH

5.1.0 Demonstrates knowledge of his body.

5.1.1 Identifies major body parts.

5.1.2 Describes the function of body organs.

5.1.3 Identifies the five senses.

5.1.4

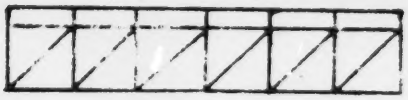
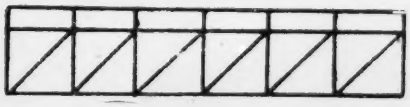
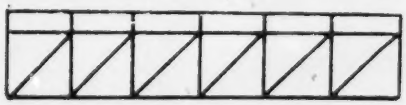
5.1.5

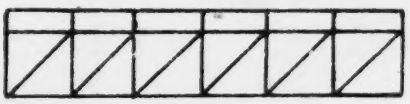
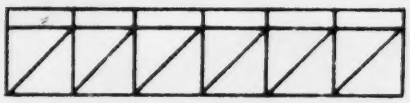
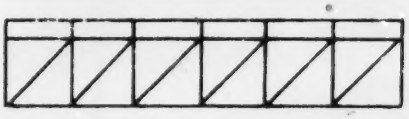
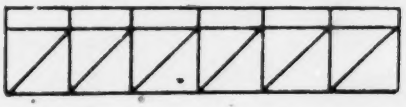
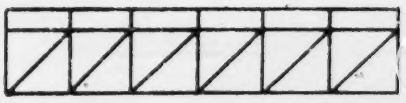
5.2.0 Demonstrates skills necessary to keep the body clean.

5.2.1 Washes hands.

5.2.2 Washes and dries face.

5.2.3 Washes neck and ears.

5.2.4	Bathes or showers.	
5.2.5	Cleans fingernails.	
5.2.6	Cleans teeth.	
5.2.7	Washes hair.	
5.2.8		
5.2.9		
5.3.0	<u>Demonstrates good personal hygiene.</u>	
5.3.1	Washes hands before eating.	
5.3.2	Washes hands after using the bathroom.	
5.3.3	Brushes teeth after meals.	
5.3.4	Exhibits good habits in oral hygiene.	
5.3.5	Shaves.	
5.3.6	Uses deodorants.	

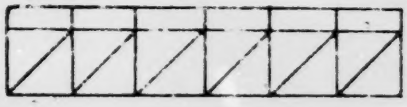
5.3.7	Grooms hair.	
5.3.8	Uses cosmetics appropriately.	
5.3.9	Wears clean clothes.	
5.3.10	Covers mouth and turns face when coughing or sneezing.	
5.3.11	Blows nose correctly.	
5.3.12	Keeps fingers and foreign objects from eyes, ears, nose and mouth.	
5.3.13	Drinks properly from drinking fountain.	
5.3.14	Demonstrates knowledge of treating minor skin problems.	
5.3.15		
5.3.16		
5.4.0	<u>Demonstrates good nutritional habits.</u>	
5.4.1	Identifies reasons for eating nutritious meals.	
5.4.2	Chooses balanced meals using the four basic food groups (i.e., fruits and vegetables, meats,breads and cereals, dairy products).	

123

5.4.3 Eats nutritious meals.

5.4.4 Describes proper use of vitamins.

5.4.5

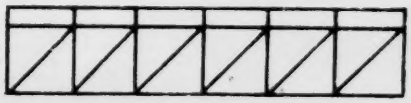


5.4.6

5.5.0 Demonstrates understanding of diet problems.

5.5.1 Identifies reasons for controlling body weight.

5.5.2 Describes solutions to diet problems.



5.5.3 Identifies reasons for consulting doctors about diet problems.

5.5.4 Maintains correct weight.

5.5.5

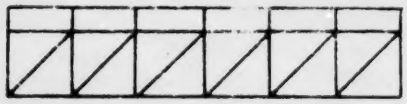
5.5.6

5.6.0 Demonstrates understanding of need for rest.

5.6.1 Describes the importance of adequate sleep.

5.6.2 Identifies desirable rules for rest.

5.6.3 Describes importance of relaxation.



5.6.4 Explains various ways of relaxing.

5.6.5 Obtains needed rest.

5.6.6

5.6.7

5.7.0 <u>Determines potential outdoor dangers to health</u>.

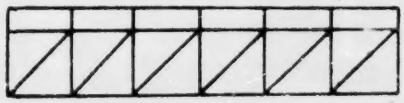
5.7.1 Identifies the danger of over-exposure to cold.

5.7.2 Identifies the danger of over-exposure to heat.

5.7.3 Identifies the danger of over-exposure to dampness.

5.7.4 Identifies the danger of over-exposure to dryness.

5.7.5 Identifies poisonous plants.



5.7.6 Identifies dangerous animals.

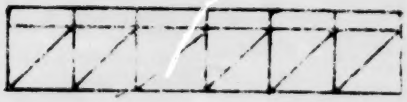
5.7.7 Identifis dangerous insects.

5.7.8

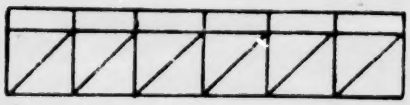
5.7.9

5.8.0 Identifies potential danger of certain substances.

5.8.1 Identifies potential dangers of paints.

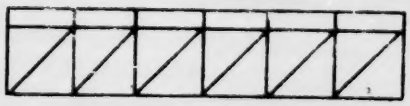


5.8.2 Identifies potential dangers of inflammable liquids.



5.8.3 Identifies potential dangers of inflammable materials.

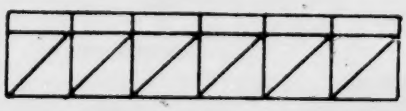
5.8.4 Identifies potential dangers of cleansers.



5.8.5 Identifies potential dangers of cosmetics.

5.8.6 Identifies potential dangers of medicine.

5.8.7 Identifies potential dangers of foods.



5.8.8

5.8.9

5.9.0 Demonstrates a knowledge of habit-forming substances.

5.9.1 Describes physical effects of smoking tobacco.

5.9.2 Describes effects of drinking alcoholic beverages.

5.9.3 Describes effects of taking common drugs (i.e., aspirin, etc.).

5.9.4 Describes effects of taking dangerous drugs.

5.9.5 Identifies reasons persons become addicted.

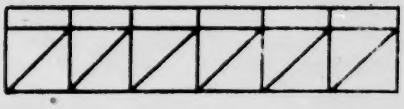
5.9.6 Identifies sources for prevention and treatment of addiction.

5.9.7

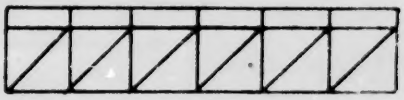
5.9.8

5.10.0 Demonstrates a knowledge of diseases.

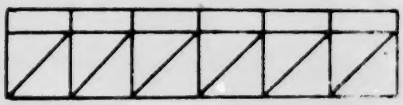
5.10.1 Identifies common communicable diseases or ailments (i.e., cold, flu, etc.).



5.10.2 Identifies the effects of common communicable diseases.



5.10.3 Identifies symptoms of common communicable diseases.



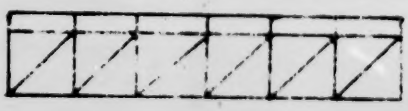
5.10.4 Identifies common non-communicable diseases or ailments.

5.10.5 Identifies the effects of common non-communicable diseases.

5.10.6 Identifies symptoms of common non-communicable diseases.

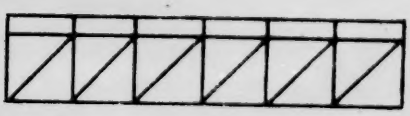
5.10.7

5.10.8

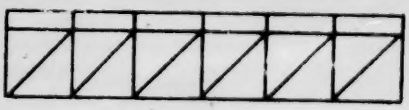


5.11.0 Demonstrates knowledge of caring for medical needs.

5.11.1 Identifies common ailments needing only personal attention.

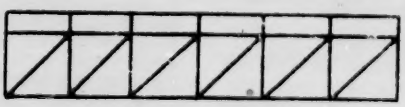


5.11.2 Explains how to treat common ailments personally.

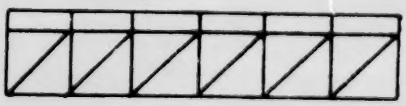


5.11.3 Assumes responsibility for own medication.

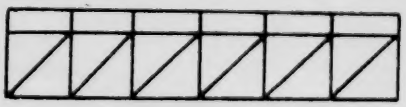
5.11.4 Identifies illnesses that need a doctor's attention.



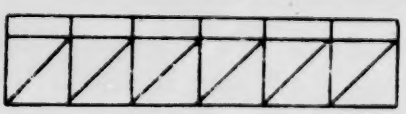
5.11.5 Identifies injuries needing only personal attention.

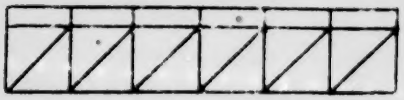
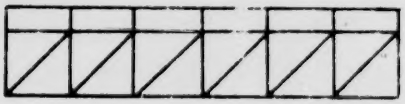
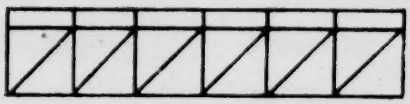
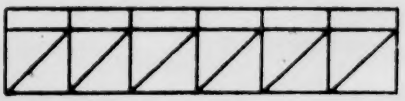
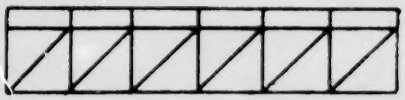
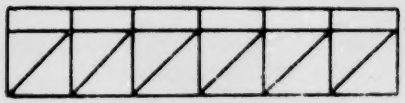


5.11.6 Identifies injuries that need a doctor's attention.



5.11.7 Identifies own doctor by name.

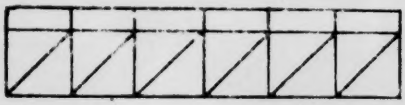


5.11.8	Tells how to make a doctor's appointment.	
5.11.9	Identifies by name the hospital nearest home.	
5.11.10	Knows reasons for immunization.	
5.11.11		
5.11.12		
5.12.0	<u>Demonstrates knowledge of caring for dental needs</u>.	
5.12.1	Brushes and/or cleans teeth correctly.	
5.12.2	Identifies results of good or poor dental hygiene.	
5.12.3	Identifies teeth conditions that need professional help.	
5.12.4	Identifies dentist by name.	
5.12.5	Tells how to make a dental appointment.	
5.12.6		
5.12.7		

5.13.0 Demonstrates knowledge of appropriate behavior in emergency health situations.

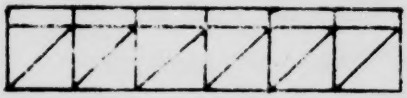
5.13.1 Describes emergency situations.

5.13.2 Demonstrates ability to contact appropriate emergency services.

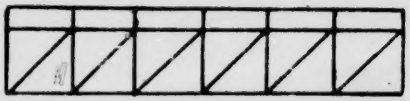


5.13.3 Passes first aid test (at Junior Red Cross).

5.13.4



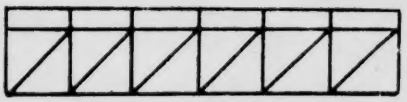
5.13.5



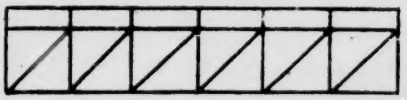
Growth and Development

5.14.0 Identifies male/female roles.

5.14.1 Identifies own sex.

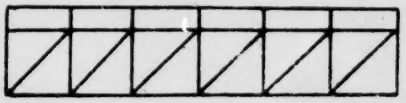


5.14.2 Dresses appropriately.

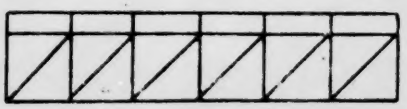


5.14.3 Uses correct restroom.

5.14.4 Identifies peer relationships with same sex.



5.14.5 Identifies peer relationships with opposite sex.



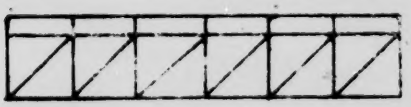
5.14.6

5.14.7

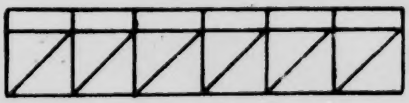
5.15.0 Demonstrates knowledge of normal maturation.

5.15.1 Identifies physical changes in body.

5.15.2 Identifies physical changes in voice.

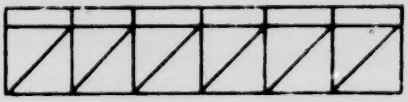


5.15.3 Explains reason for increased independence with maturity.



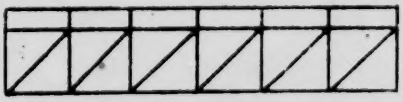
5.15.4 Explains attraction to opposite sex.

5.15.5 Explains effects of peer pressure.



5.15.6 Identifies various human emotions.

5.15.7 Describes personal feelings.



5.15.8 Describes consultative services related to personal health needs.

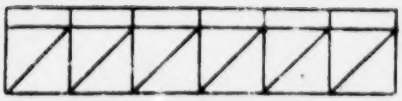
5.15.9

5.15.10

Safety

5.16.0 Practices safety at home.

5.16.1 Explains meaning of common danger labels.



5.16.2 Identifies hazards of closed containers.

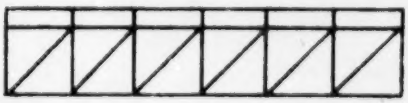
5.16.3 Identifies safety hazards in using electric and gas appliances.

5.16.4 Reads directions for using household chemicals.

5.16.5 Identifies common hazards relating to falls.

5.16.6 Explains safety codes for fire hazards.

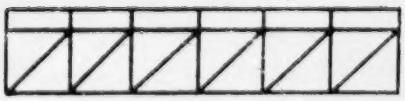
5.16.7



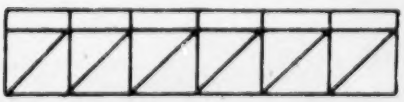
5.16.8

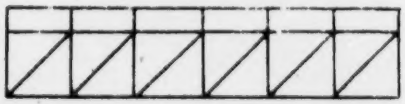
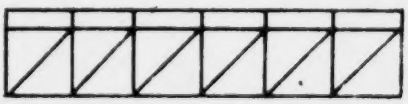
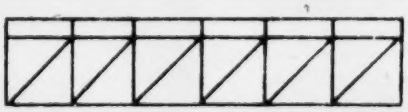
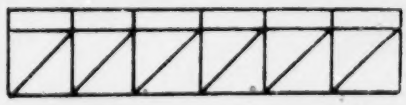
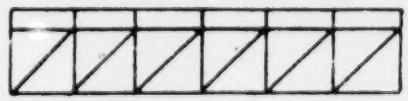
5.17.0 Practices safety at school.

5.17.1 Follows current procedure during fire drill.



5.17.2 Follows rules for using school equipment.



5.17.3	Reports accidents and emergencies to appropriate school authorities.	
5.17.4	Obeys traffic safety rules.	
5.17.5	Obeys bicycle safety rules.	
5.17.6		
5.17.7		
5.18.0	Practices safety in the community.	
5.18.1	Recognizes safe and unsafe places to play.	
5.18.2	Recognizes the dangers of accompanying strangers.	
5.18.3	Explains the reasons for communicating whereabouts.	
5.18.4	Identifies common safety signs used in the community.	
5.18.5		
5.18.6		
5.19.0	Demonstrates knowledge of traffic safety.	

5.19.1 Describes meaning of traffic signs and signals.

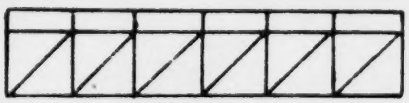
5.19.2 Crosses streets correctly.

5.19.3 Describes rules for safe cycling.

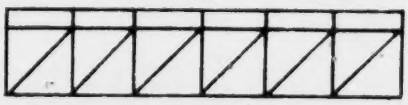
5.19.4 Identifies emergency vehicles.

5.19.5 Describes correct reaction to emergency vehicle signals.

5.19.6

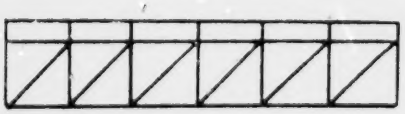


5.19.7

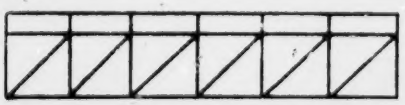


5.20.0 <u>Manages motor vehicle</u>.

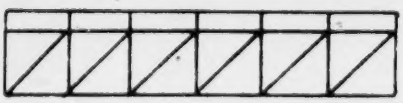
5.20.1 Completes driver education course.



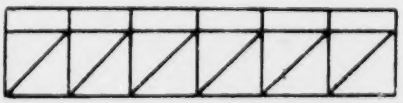
5.20.2 Maintains motor vehicle in safe operating condition.



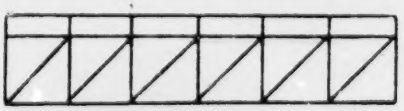
5.20.3 Performs minor vehicle maintenance



5.20.4 Passes Oregon State Driver's Exam.



5.20.5 Carries adequate car insurance.



5.20.6 Describes proper procedure following an accident.

5.20.7

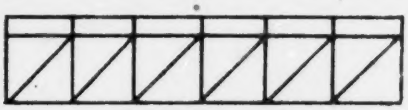
5.20.8

Physical Education

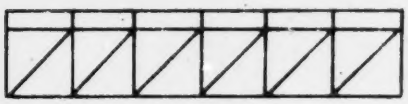
5.21.0 Develops physical fitness.

5.21.1 Demonstrates strength.

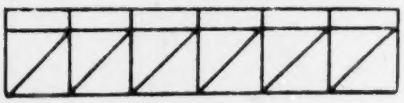
5.21.2 Demonstrates power.



5.21.3 Demonstrates endurance.

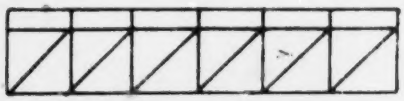


5.21.4 Demonstrates agility.

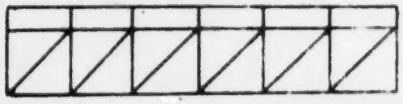


5.21.5 Demonstrates flexibility.

5.21.6 Demonstrates speed.



5.21.7 Demonstrates balance.



5.21.8 Demonstrates coordination.

5.21.9 Passes standard test of physical performance.

5.21.10

5.21.11

5.22.0 Develops skills in physical activities.

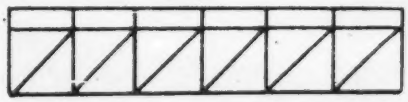
5.22.1 Demonstrates ability to perform skills using apparatus.

5.22.2 Demonstrates ability to perform stunts and tumbling activities.

5.22.3 Demonstrates ability to play games.

5.22.4 Demonstrates ability in relays.

5.22.5 Demonstrates ability in rhythmic activities.

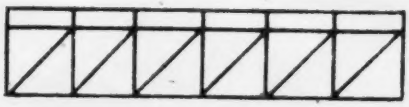
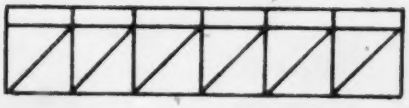
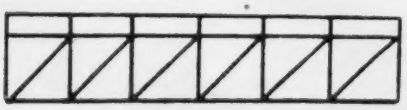
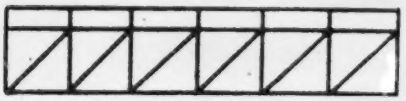
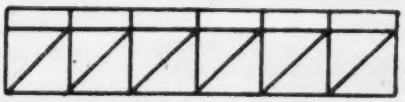
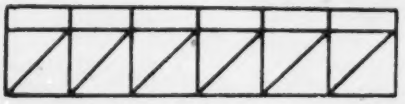
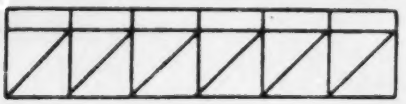


5.22.6 Demonstrates skills necessary to play sports.

5.22.7

5.22.8

5.23.0 Demonstrates sportsmanship.

5.23.1	Takes turns in games.	
5.23.2	Follows rules of games.	
5.23.3	Abides by decisions of game officials.	
5.23.4	Demonstrates acceptable behavior when winning.	
5.23.5	Demonstrates acceptable behavior when losing.	
5.23.6		
5.23.7		

AREA 6.0.0

LEISURE TIME ACTIVITIES

Definition

Area 6, Leisure Time Activities, refers primarily to helping students become more competent in planning, selecting, enjoying, and participating in recreation activities during their own free time. In this section, attention is given to a variety of school and away-from-school activities. An attempt is made to separate the skills and knowledge needed for recreational activities from voluntary participation in the activities.

Rationale for Instruction

With many people having from 30 to 40 hours a week in leisure time, the importance of recreational activities is increasing. In order to make effective use of their free time, students need to become familiar with the activities available to them. It cannot be assumed that students with learning problems will independently pursue a variety of leisure time activities. Therefore, it is important that teachers plan specific instructional time for teaching leisure time activities.

Measurement Model

The teacher's guide includes model criterion measurement statements (CMS). They have been written to clarify the intent of sub-goals and to assist teachers in developing specific criterion for evaluating individual student performance. Teachers are expected to adapt a model CMS and extend it to more specific teaching situations. To illustrate, one sub-goal and CMS have been selected from Area 6 and are presented below. Also presented are two examples extending the model CMS but written by teachers for a specific student or class. The extended examples have been written to reflect different curriculum levels.

6.0.0 LEISURE TIME ACTIVITIES

Public Facilities

6.13.0 Voluntarily utilizes public facilities/programs.

6.13.1 Voluntarily visits museum.

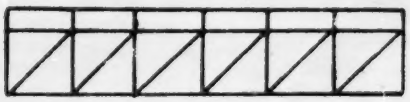
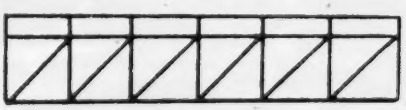
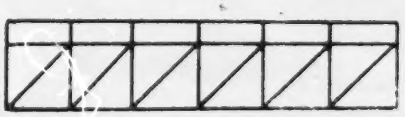
CMS: Given the opportunity, the means, and the knowledge of a route to a museum (i.e., art, history, science, ...), the student voluntarily goes to the museum.

	Extended measurement statements:
Elementary Level	After having taken a field trip to a historic museum, the student voluntarily takes home the information about the location, cost, and hours and persuades someone to take him to the museum.
Secondary Level	After studying various museums, the student voluntarily visits one or more of the museums studied.

AREA 6.0.0

LEISURE TIME ACTIVITIES

Outdoor Recreational Activities

6.1.0	Possesses skills and knowledge necessary for outdoor play activities.	
6.1.1	Demonstrates skills/knowledge for playing independently.	
6.1.2	Demonstrates skills/knowledge for playing with others.	
6.1.3	Demonstrates skills/knowledge for participating in informal playground games.	
6.1.4	Demonstrates skills/knowledge for participating in recreational games	
6.1.5	Demonstrates skills/knowledge for participating in organized games.	
6.1.6	Demonstrates ability to participate in extra-mural school team sports.	
6.1.7		
6.1.8		
6.2.0	Voluntarily participates in outdoor play activities.	
6.2.1	Plays independently.	

6.2.2 Plays with other children within an outdoor setting.

6.2.3 Participates in informal playground games.

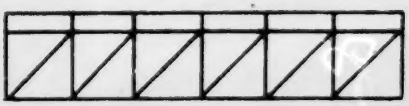
6.2.4 Participates in recreational games.

6.2.5 Participates in organized games.

6.2.6 Participates in extra-mural school team sports.

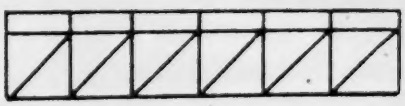
6.2.7

6.2.8



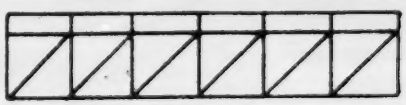
6.3.0 Possesses skills and knowledge necessary for outdoor recreational activities.

6.3.1 Demonstrates hiking skills/ knowledge.



6.3.2 Demonstrates bicycling skills/ knowledge.

6.3.3 Demonstrates camping skills/ knowledge.

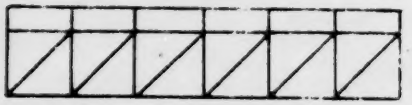


6.3.4 Demonstrates swimming skills/ knowledge.

6.3.5 Demonstrates boating skills/ knowledge.

6.3.6 Demonstrates fishing/hunting skills.

6.3.7 Demonstrates horsemanship skills/ knowledge.



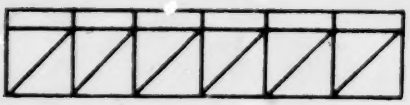
6.3.8 Demonstrates gardening skills/ knowledge.

6.3.9

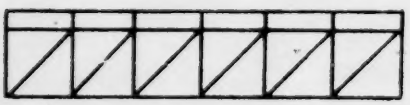
6.3.10

6.4.0 Voluntarily participates in outdoor recreational activities.

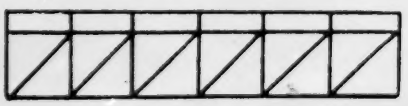
6.4.1 Goes hiking.



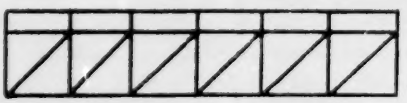
6.4.2 Goes bicycling.



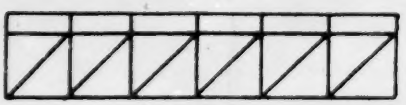
6.4.3 Goes camping.



6.4.4 Goes swimming.



6.4.5 Goes boating.

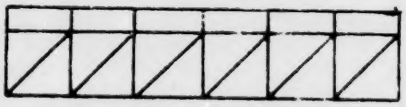


6.4.6 Goes fishing/hunting.

6.4.7 Goes horseback riding.

6.4.8 Grows a garden.

6.4.9



6.4.10

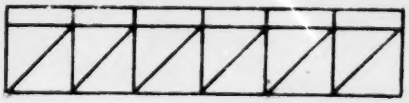
Indoor Recreational Activities

6.5.0 **Possesses skills and knowledge necessary for indoor play activities.**

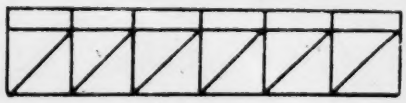
6.5.1 Demonstrates skills/knowledge for playing classroom games.

6.5.2 Demonstrates skills/knowledge for playing recreational games.

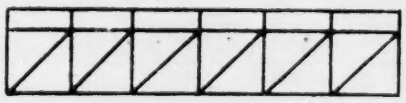
6.5.3 Demonstrates skills/knowledge for playing organized games.



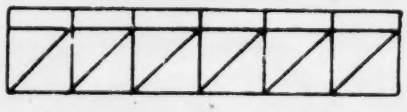
6.5.4 Demonstrates skills/knowledge in playing team sports.



6.5.5 Demonstrates skills/knowledge for playing card games.



6.5.6 Demonstrates skills/knowledge for playing table games.



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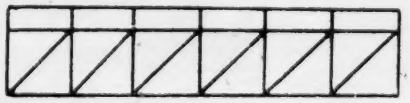


6.5.8

6.6.0 Voluntarily participates in indoor activities.

6.6.1 Voluntarily participates in classroom games.

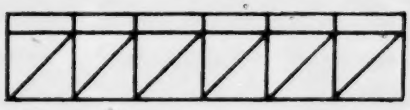
6.6.2 Voluntarily participates in recreational games.

6.6.3 Voluntarily participates in organized games.

6.6.4 Voluntarily participates in team sports.

6.6.5 Voluntarily plays card games.

6.6.6 Voluntarily plays table games.



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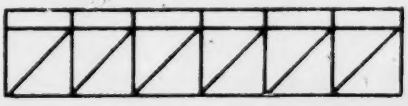

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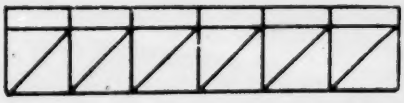
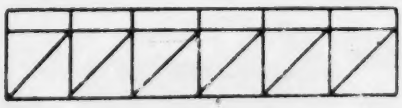


6.7.0 Voluntarily selects and participates in various indoor leisure activities.

6.7.1 Voluntarily participates in leisure listening activities.

6.7.2 Voluntarily reads literary materials.

6.7.3 Voluntarily participates in hobbies



6.7.4 Voluntarily participates in dramatic plays.

6.7.5 Voluntarily attends dances.

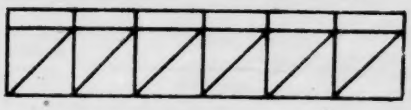
6.7.6

6.7.7

Arts and Crafts

6.8.0 Possesses skills and knowledge used in arts and crafts activities.

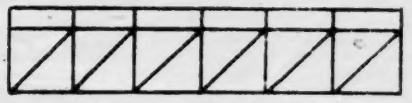
6.8.1 Demonstrates skills/knowledge for drawing.



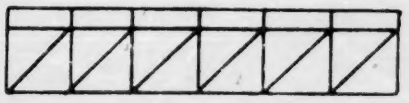
6.8.2 Demonstrates skills/knowledge in use of crayon techniques.

6.8.3 Demonstrates skills/knowledge for painting.

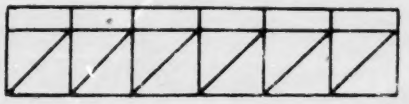
6.8.4 Demonstrates skills/knowledge in use of colors.



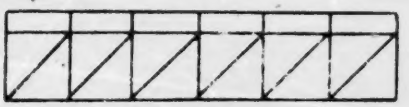
6.8.5 Demonstrates skills/knowledge in use of cutting instruments.

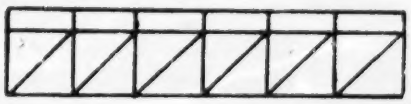
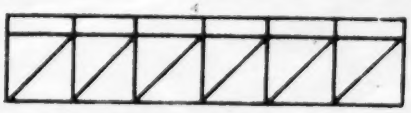
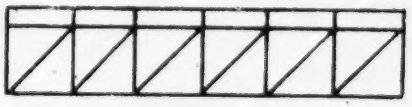
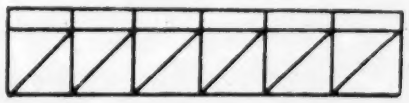
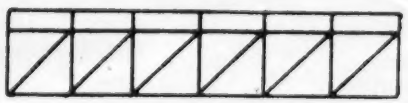
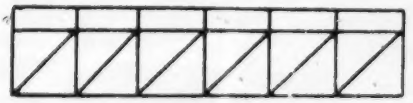
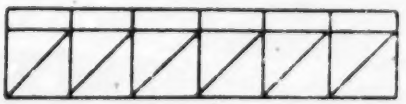


6.8.6 Demonstrates skills/knowledge in use of adhesives.



6.8.7 Demonstrates skills/knowledge in use of leathercraft techniques.



6.8.8	Demonstrates skills/knowledge in use of needlecraft techniques.	
6.8.9	Demonstrates skills and knowledge in sculpturing various materials.	
6.8.10	Demonstrates skills/knowledge of lettering techniques.	
6.8.11	Demonstrates skills/knowledge in clay/pottery techniques.	
6.8.12	Demonstrates skills/knowledge for woodworking.	
6.8.13	Demonstrates skills/knowledge for use in metal craft.	
6.8.14	Demonstrates skills/knowledge for use in plastic craft.	
6.8.15		
6.8.16		
6.9.0	<u>Voluntarily participates in arts and crafts activities</u>.	
6.9.1	Voluntarily draws.	
6.9.2	Voluntarily makes art projects using various coloring materials.	
6.9.3	Voluntarily makes leather craft projects.	

6.9.4 Voluntarily makes needlecraft projects.

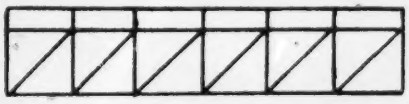
6.9.5 Voluntarily sculptures/carves on various materials.

6.9.6 Voluntarily makes craft projects from various materials.

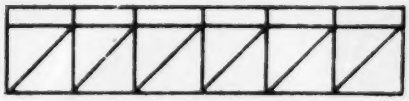
6.9.7 Voluntarily makes a weaving project.

6.9.8 Voluntarily makes a project from metal.

6.9.9



6.9.10

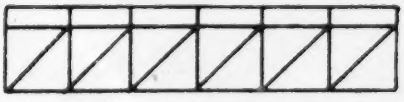


Music

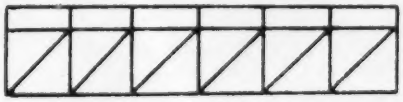
6.10.0 Possesses skills and knowledge necessary for participation in music.

6.10.1 Reproduces a tune.

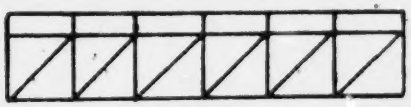
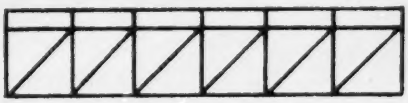
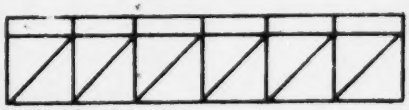
6.10.2 Reproduces rhythms.

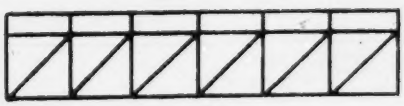
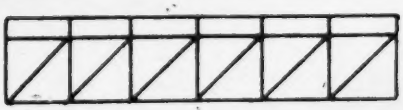
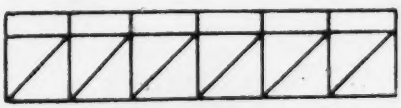
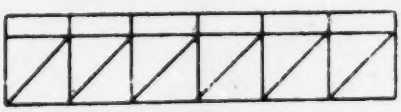


6.10.3 Demonstrates skills in rhythm.



6.10.4 Demonstrates ability to play rhythm instruments.

6.10.5	Demonstrates knowledge of basic music skills.	
6.10.6	Demonstrates knowledge of the function of notes.	
6.10.7	Demonstrates knowledge of musical instruments.	
6.10.8	Demonstrates appreciation of music	
6.10.9	Identifies popular recording artists.	
6.10.10	Demonstrates skill in dancing to music.	
6.10.11		
6.10.12		

6.11.0	<u>Voluntarily participates in musical activities</u>.	
6.11.1	Voluntarily plays rhythm games.	
6.11.2	Voluntarily plays in a rhythm band.	
6.11.3	Voluntarily sings.	
6.11.4	Voluntarily plays a musical instrument.	

6.11.5 Voluntarily listens to popular recording artists.

6.11.6 Voluntarily listens to various styles of music.

6.11.7

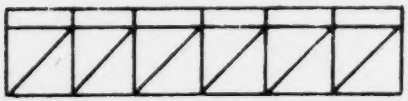
6.11.8

Public Recreational Facilities

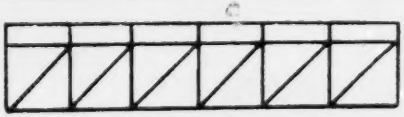
6.12.0 Possesses skills and knowledge necessary for using public recreational facilities.

6.12.1 Demonstrates knowledge of nearest park.

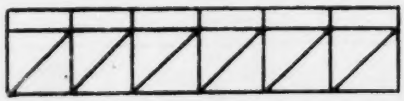
6.12.2 Demonstrates knowledge of nearest zoo.



6.12.3 Demonstrates knowledge of nearest museum.



6.12.4 Demonstrates knowledge of nearest theater.

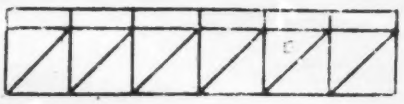


6.12.5 Demonstrates knowledge of the fair.

6.12.6 Demonstrates knowledge of vehicle race tracks.

6.12.7 Demonstrates knowledge of local spectator attractions.

6.12.8 Demonstrates knowledge of local recreational facilities.



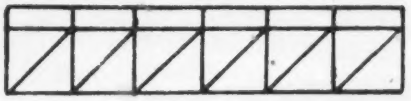
6.12.9 Demonstrates knowledge of the public library.

6.12.10 Demonstrates knowledge of school spectator athletic events.

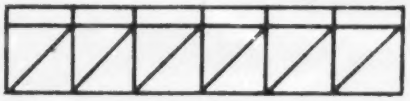
6.12.11 Demonstrates knowledge of out-of-school spectator athletic events.

6.12.12 Names places/organizations which provide instruction in recreational activities.

6.12.13

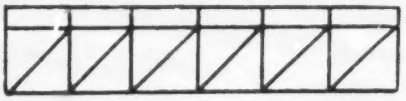


6.12.14

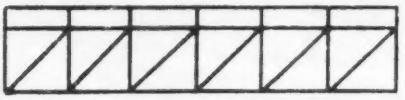


6.13.0 Voluntarily utilizes public recreational facilities or programs.

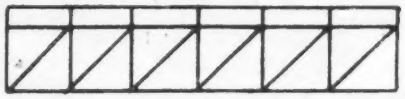
6.13.1 Voluntarily goes to a park.



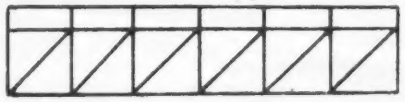
6.13.2 Voluntarily goes to the zoo.



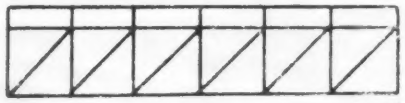
6.13.3 Voluntarily visits museum.



6.13.4 Voluntarily attends dramatic presentation.



6.13.5 Voluntarily attends school social events.



6.13.6 Voluntarily attends local attractions.

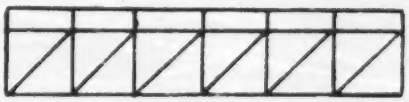
6.13.7 Voluntarily attends vehicle races.

6.13.8 Voluntarily participates as a spectator in school athletic events/community events.

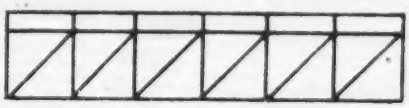
6.13.9 Voluntarily uses local recreational facilities.

6.13.10 Voluntarily uses public library.

6.13.11



6.13.12



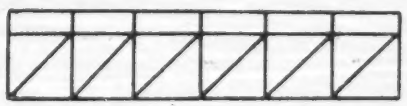
Organizations and Service Clubs

6.14.0 Possesses knowledge of clubs and organizations.

6.14.1 Demonstrates knowledge of various community clubs/organizations.

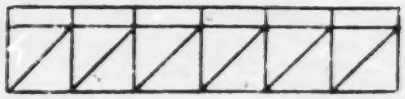
6.14.2 Demonstrates knowledge of service clubs.

6.14.3 Demonstrates knowledge of fraternal organizations.



6.14.4 Demonstrates knowledge of volunteer organizations.

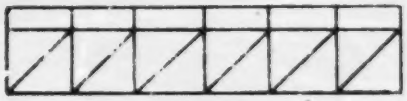
6.14.5



6.14.6

6.15.0 Voluntarily participates as a member of a club or organization.

6.15.1 Voluntarily participates as a member of a community club/organization.

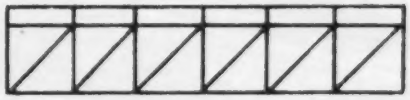


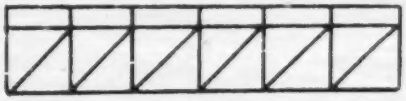
6.15.2 Voluntarily participates as a member of a fraternal organization.

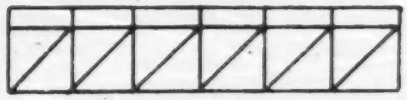
6.15.3 Participates as a member of a volunteer service organization.

6.15.4

6.15.5







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HIGH SCHOOL WORK EXPERIENCE PLACEMENT RECORD

Date	Type of Job	Employer's Name and Address	Work Experience Supervisor	Evaluation

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